

2016-2017



Parent and Student Handbook
and
Student Code of Conduct

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Parent and Student Handbook

PREFACE

To Students and Parents:

Welcome to school year 2016-2017! 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 TSBVI Parent and Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the TSBVI Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. The Student Code of Conduct may be found immediately following the Parent and Student Handbook and is available in the Principal’s Office.

The Parent and 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 Parent and 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 School 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 School 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 School.

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 Miles Fain, Principal, 512-206-9251.

A copy of the TSBVI policy manual is available for review in the Superintendent's Office or online at www.tsbvi.edu/policy.

SCHOOL ADDRESS

Texas School for the Blind and Visually Impaired
1100 West 45th Street, Austin, TX 78756
(512) 454-8631
www.tsbvi.edu

ADMINISTRATION AND IMPORTANT NUMBERS

Bill Daugherty, Superintendent	(512)206-9133
Miles Fain, Principal	(512)206-9251
Tad Doezema, Assistant Principal	(512)206-9457
Eden Hagelman, Assistant Principal	(512)206-9451
G'Nell Price, Assistant Principal	(512)206-9396
Shelly Allen, Residential Director	(512)206-9179
Garner Vogt, Residential Director	(512)206-9115
Susan Hauser, Director of Center for School Resources.....	(512)206-9273
Valerie Perwein, Special Education Coordinator	(512)206-9281
Michael Clinkscales, Counselor	(512)206-9280
Marcela Contreras, Counselor	(512)206-9194
Elsa Wirsching-Guimbarada, Counselor	(512)206-9172
Business Office Cashier.....	(512)206-9215
Health Center	(512)206-9136

BOARD OF TRUSTEES

Mary Alexander.....	Valley View
Anne Corn.....	Austin
Caroline Daley	Kingwood
Bobby Druesedow, Jr.....	Glen Rose
Michael Garrett	Missouri City
Michael Hanley	Leander
Joseph Muniz, President.....	Harlingen
Lee Sonnenberg	Lubbock
Tobie Wortham	Royse City

THE MISSION OF TSBVI

Texas School for the Blind and Visually Impaired will serve as a leading center of expertise and supports, working in partnership with schools, families and organizations to improve educational outcomes for students who are blind or visually impaired, including those with deafblindness or additional disabilities.



BELL SCHEDULE

1st Period	7:50-8:40
2nd Period	8:45-9:35
3rd Period	9:40-10:30
4th Period	10:35-11:25
5th Period	11:25-12:10
6th Period	12:15-1:05
7th Period	1:10-2:00
8th Period	2:05-2:55

SECTION I: PARENTAL RIGHTS

This section of the TSBVI Parent and Student Handbook includes several notices that TSBVI is required to provide to you, as well as other information related to certain rights of parents as specified in state or federal law.

PARENTAL RIGHTS

CONSENT, OPT-OUT AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

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

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

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

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

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

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

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

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

Limiting Electronic Communications with Students by School Employees

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

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

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

Objecting to the Release of Directory Information

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

However, a parent or eligible student may object to the release of a student's directory information. If the parent does not want to release directory information about a child's education records without prior written consent, the parent must notify TSBVI in writing within ten calendar days from the date of the child's initial or annual registration.

Directory Information for School-Sponsored Purposes

The School often needs to use student information for the following school-sponsored purposes:

- student directory
- student yearbook
- school publications
- graduation ceremonies
- awards ceremonies
- other school-sponsored events such as school plays, athletic and musical events
- school-sponsored participation in community organizations and activities

For these specific school-sponsored purposes, the School would like to use your child's:

- Name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight, height and visual acuity, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

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 School wishes to use this information for the school-sponsored purposes listed above.

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

The School 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 School not to release their child's information without prior written consent. A form has been sent to you to complete if you do not want the School to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

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

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

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

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

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

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

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

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

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

Human Sexuality Instruction

As a part of the School’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 School’s curriculum regarding human sexuality instruction:

Following are descriptions of the two sexuality education curricula at TSBVI. These two curricula give staff the selection of topics and levels of information to ensure that all students have access to appropriate sexuality education.

1. Family Life and Sexual Health

The Family Life and Sexual Health curriculum is a comprehensive sexuality education curriculum. It is unique in several ways in that it:

- addresses such issues as physical development, promotion of sexual health, prevention of disease, affection, interpersonal relationships, body image, and gender roles
- spans the school-age years (including special education)
- embraces an abstinence-based approach as well as information related to the prevention of pregnancy, HIV and other sexually transmitted diseases
- rests on a foundation of positive and healthy sexuality across the life span
- ensures discussion about the wide spectrum of beliefs on sensitive issues
- values family involvement

Levels of the curriculum

- K-4
- 4/5/6
- 7/8
- 9/10
- 11/12
- Special Education - Middle and High School

Introduction

This curriculum is designed for use in special education and mainstreamed classrooms. It was based on years of practical teaching experience in this subject area and provides functional teacher tools for students with diverse learning challenges.

The primary beliefs inherent in this curriculum:

- a person's unique qualities are to be celebrated
- everyone is entitled to talk and to be taken seriously
- everyone is entitled to "pass" (not to share personal beliefs, feelings or information in class)
- the human body is precious and beautiful
- everyone needs to love and feel loved
- no one is entitled to treat another person simply as a means of selfish gratification
- coercion and manipulation are wrong
- premature sexual intimacy can hurt a person physically, emotionally, and socially
- honest communication is fundamental in all relationships
- people have a responsibility to learn as much as possible about themselves and the people they care about

2. Safe and Sound: A Safety Awareness Curriculum for Students Who Are Visually Impaired and Have Multiple Disabilities from California School for the Blind

The issue of personal safety seems to inevitably come up when speaking to anyone who works with children and young adults. Common questions include:

- How can we prepare our students to deal with strangers?

- How do we teach safety skills so that each student really understands?
- How do we help students generalize their skills?
- How can we better measure their understanding of what is being taught?
- The parents and the teacher don't agree on how safe the student is. How can we get the whole team working together?

This curriculum is designed to be used by teachers, other staff and parents. While some aspects of human sexuality will be discussed, such as teaching the private body parts, the focus of this curriculum is on personal safety, rather than sexuality education.

This curriculum addresses the unique vulnerabilities and safety needs of children with visual impairments and additional disabilities. Topics covered include identifying and escaping from danger, avoiding sexual abuse, assault, and robbery.

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

Reciting a Portion of the Declaration of Independence in Grades 3-12

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the School 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.

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

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

Religious or Moral Beliefs

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

Tutoring or Test Preparation

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

preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

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

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

Instructional Materials

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to your child's misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion.

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,

- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

- When School officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support

staff (including health or medical staff); a person or company with whom the School has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third party vendor, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the School and the student; and investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's Office, the U.S. Attorney General's Office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's Office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals granted access in response to a subpoena or court order.
- To another school, district/system or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the School, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the School discloses information it has designated as directory information.

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

Director of Center for School Resources, Susan Hauser, 512-206-9273, 1100 W. 45th Street, Austin, TX 78759 is custodian of all records for currently enrolled students at TSBVI and for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the School will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the Center for School Resources. 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 School 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 TSBVI Board Policy FNG. A grade issued by the classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the School's grading policy.

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

The School's policy regarding student records, Board Policy FL, is available from the office of the Center for School Resources or on the School's Web site at www.tsbvi.edu.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

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

Parental Role in Certain Classroom and School Assignments Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom if your child has been determined by the principal to have been a victim of bullying as the term is defined by Education Code 37.0832.
- Consult with the principal if your child has been determined by the principal to have engaged in bullying and the principal decides to transfer your child to another classroom.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal.

Services for Title I Participants

The School accepts Title I federal grant funds for improving basic programs to enable all students to meet Texas academic achievement standards according to the expectations set by each student's Admission, Review and Dismissal (ARD) Committee. The funds, authorized by Public Law 107-110, support the school in implementing a school-wide program of services that are included in TSBVI's annual School Improvement Plan and may be consolidated with funds from other federal, state and local sources. All parents will be mailed a copy of the School's Annual Report and will be invited by mail to the annual meeting of the Instructional Planning Council when School Improvement Plan progress is reviewed and plans for improvement are made.

In Texas, students may transfer to a safe public school if students are enrolled in a persistently dangerous school or are the victims of a violent criminal act.

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Miles Fain, Principal, 512-206-9251.

Description and Explanation of Curriculum at TSBVI

At TSBVI students work primarily in one of following curricular approaches, but may participate in other approaches when necessary. These curricular approaches are:

- Academics: for elementary through high school students who are functioning within two years of their grade level. Instruction is in the general education curriculum and includes the TEKS (Texas Essential Knowledge and Skills)
- Modified (Practical Academics): for students 12 years of age and older who are functioning more than two years below their chronological age, with at least Kindergarten equivalent reading, writing and math skills. Students are taught to use their academic skills in a variety of meaningful, functional tasks, using grade level TEKS to the greatest extent possible.
- Alternate (Basic Skills): for students ages 6-22 (elementary through high school) who have visual impairment combined with other disabilities, who have difficulty generalizing skills to new situations,

and who learn best with the support of consistent routines. Instruction occurs within meaningful, functional activities using pre-requisite TEKS skills.

- EXIT (Experiences in Transition): for students ages 18-22 who have earned their credits for state graduation and need programming that focuses on transitioning from school to adulthood. This instruction occurs in an environment that more closely replicates the adult environment in which they will be living.
- Post-Secondary: for students who have a high school diploma and are in need of remedial academic, independent living and work-related skills. They will cultivate the skills necessary to meet the demands of competitive employment and adult living.

Forms of Assessment used to Measure Student Progress

Each curricular approach will have Performance Indicator Assessments/Evaluations that will reflect our definition of quality programming. Every student will be assessed in all of the Core and Expanded Core Curricular areas that have been identified as a need by the ARD committee.

- The Core Curricular areas assessed include:
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
- The Expanded Core Curricular areas assessed include:
 - Assistive Technology
 - Career Education & Transition
 - Compensatory Skills
 - Independent Living Skills
 - Orientation And Mobility
 - Recreation And Leisure Skills
 - Self Determination
 - Social Interaction Skills
 - Visual Efficiency Skills

- The school's accreditation standard is:

65% of the students attending Texas School for the Blind and Visually Impaired will score 2.0 or higher (moderate to substantial progress) in every Core Curricular area in which they are receiving programming as determined by the ARD committee.

- Determination of Progress:

1 - none to minimal progress:
less than 10% increase in competency in skills
less than 10% increase in generalized skills

2 - moderate progress:
10%-19% increase in competency in skills
10%-19% increase in generalized skills

3 - substantial progress:

- 20% or greater increase in competency in skills
- 20% or greater increase in generalized skills

For additional information about curriculum or assessments, please contact Debra Sewell, Curriculum Coordinator, at 512-206-9183.

Students in the Conservatorship of the State (Foster Care)

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

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Students Who Are Homeless

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

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

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

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

Students Who 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.

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. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Miles Fain, Principal, at 512-206-9251.

ABSENCES/ATTENDANCE

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

Compulsory Attendance.

State law requires that a student between the ages of six and 19 attend school unless the student is otherwise excused from attendance or legally exempt.

Between Ages 6 and 19

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

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

Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

Secondary Grade Levels

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

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

- A student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences; and
- A student serving as an election clerk if the student makes up any work missed.

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the School will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also be sent to the student's local school district which may initiate truancy prevention measures.

A court of law 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 without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

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

To receive credit or a final grade in a class, a student in kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she

completes a plan approved by the Principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

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

If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.

- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the School.
- 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 or a final grade.
- The student or parent may appeal the committee's decision by filing a written request with the Principal in accordance with TSBVI Board Policy FNG.
- The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time (All Grade Levels)

TSBVI 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 during second period.

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

Documentation After an Absence (All Grade Levels)

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

The School will document in its attendance records for the student whether the absence is considered by the School to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the School is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

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

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

The School is held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the School, compiled by TEA, the state agency that oversees public information, based on academic factors and ratings;
- A School Report Card (SRC) for the School compiled by TEA based on academic factors and ratings;
- The performance ratings of the School’s evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the School’s website at www.tsbvi.edu. Hard copies of any reports are available from the Principal.

ANIMALS IN THE SCHOOL

Large personal pets, such as dogs and cats, will not be maintained in the dormitories or classrooms. Small contained animals, such as fish or hamsters, may be allowed in the classrooms or dormitories only with prior approval, respectively, from the Principal or Residential Director.

AWARDS AND HONORS

National Honor Society

Students who meet the minimum criteria for nomination (on at least the Recommended graduation plan or Foundation Graduation Program with Endorsement(s); possess a cumulative GPA of 85 or above; sophomore class rank or above; at TSBVI at least one semester) will be invited to complete a Student Activity Information Form which will be used to consider them for admission to the National Honor Society. A faculty council selects students based upon the minimum criteria and information regarding scholarship, character, leadership, and service, gathered from teachers and residential instructors. Members should understand fully that they are subject to dismissal if they do not maintain the standards of scholarship, leadership, service, and character that were used as a basis for their selection. The Principal appoints the faculty council and shall be a part of any appeal process for non-selection or dismissal.

End of the Year Awards Assembly

The purpose of the awards assembly is to recognize students who have displayed significant achievement in academic and extracurricular activities. The following major awards are given:

1. Kopecky-Meyers Achievement Award

These awards are given to a deserving young man and woman in the 9th, 10th, 11th or 12th grade (non-graduating) who have progressed significantly, relative to their own potential, after overcoming major and difficult obstacles.

The award winners should also have demonstrated:

- a. constructive leadership;
- b. participation in extracurricular activities;
- c. self-initiation and direction;
- d. independence in orientation and mobility, money management, leisure time, and other activities;
- e. positive interpersonal skills with adults and peers;
- f. a presentable appearance and good grooming; and
- g. maturity in taking advantage of the opportunities at TSBVI.

2. Clarence A. Jaacks Citizenship and Most Improved Citizenship Awards

The recipient of the Citizenship Award must:

- a. positively accept and seek responsibilities
- b. respect fellow students and staff
- c. cooperate with fellow students and staff
- d. respect and display an understanding of differences in others
- e. exhibit exemplary behavior on campus and in community settings.

The recipient of the Most Improved Citizenship Award must have shown considerable improvement in the above areas.

3. The Annie Gerke Technology Award

The Annie Gerke Technology Award is given to a deserving young woman or young man who is classified as a graduation senior. The award winner should have demonstrated:

- a. correct and accurate keyboarding skills or correct and accurate grade 2 braille skills
- b. self-initiation and direction in learning to use technology
- c. independence in the use of technology to complete class work and homework
- d. responsibility for care and use of technology equipment
- e. a need for technology and commitment to use it after graduation

4. Music Department Awards

The Lucille Guilmynott Award is presented to a student in instrumental or vocal music who has made consistent progress while surmounting special handicaps and who has not yet reached the proficiency required for the Spring Concert. The Louis Armstrong and the John Phillips Sousa Jazz/Band Award is presented to the outstanding jazz musician and band instrumentalist respectively.

5. Extracurricular Awards

Awards are presented by the sponsors and coaches in athletics, drama, yearbook staff, and other student activities.

BATHING, DRESSING and TOILETING ASSISTANCE

Students who may need staff assistance when bathing, dressing and/or toileting will be accorded respect in determining whether a staff person of the same gender, or opposite gender, will provide that assistance. Sensitivity to the student's age, development, maturity and individual comfort levels of the student and staff person will be considered prior to staff assignments.

BIKE-RIDING OFF-CAMPUS

Students may ride bikes off campus with a staff member on tandem bikes only. An activity proposal must be completed and submitted for route and destination approval by the Residential Director before the activity may occur. Special permission must be obtained from the Residential Director if a student desires to ride an individual bike off campus.

BULLYING (ALL Grade Levels)

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or –related activity, or in a school 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 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 School 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 School 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 School 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. The parent of a student who has been determined by the School to be a victim of bullying may request that his or her child be transferred to another classroom.

A copy of the School's policy is available in the principal's office, superintendent's office, and on the School's web site.

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

CANE USAGE AND SAFETY

Based upon a current orientation and mobility evaluation/screening, students should carry a cane at times indicated by their orientation and mobility specialists. All students must carry a cane while traveling off campus unless otherwise specified by their orientation and mobility specialist. Students should travel on the right hand side of hallways and passageways for the safety of all students.

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

Career and technical education courses will be offered without regard to race, color, national origin, sex, or disability. The School will take steps to ensure that lack of English language skills will not be a barrier to participation in all educational and CTE courses.

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to

discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food.

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

The School has established a plan for addressing child sexual abuse and maltreatment of children, a copy of which may be requested from the Principal. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the School counselor or the 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 Web sites might help you become more aware of child sexual abuse:

<https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>

<http://kidshealth.org/en/parents/child-abuse.html>

<http://taasa.org/resources-2/>

<https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>

<https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

Reports of abuse or neglect 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>).

CHURCH ATTENDANCE

Parents who would like their children to attend church services while enrolled at TSBVI need to contact the child's Residential Director.

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

Valedictorian and Salutatorian

The students from among those taking all core academic classes for the Recommended or Distinguished graduation plan or Foundation Graduation Program with Endorsement(s), who compile the highest and second highest grade point averages of the graduating seniors receiving a diploma from TSBVI, who pass all components of statewide assessment testing, and who meet the minimum criteria for membership in the National Honor Society may be selected as Valedictorian and Salutatorian. These students also have demonstrated exemplary citizenship. Under certain circumstances, the Principal may restrict students' participation as Valedictorian or Salutatorian as a result of poor citizenship.

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

CLASS SCHEDULES (Secondary Grade Levels Only)

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

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

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

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2017 term, the University will be admitting the top seven

percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through 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 student's counselor for further information about automatic admissions, the application process, and deadlines.

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit from Austin Community College. Please contact the Principal for further information.

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.

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or residential instructor. If not resolved, the student's assigned Assistant Principal (for school day concerns) or Residential Director (for residential concerns) may be able to assist with the concern. For complaints and concerns that cannot be handled so easily, the Board has adopted a standard complaint policy at FNG in the School's policy manual. A copy of this policy may be obtained in the Principal's or Superintendent's office or on the School's Web site at www.tsbvi.edu.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a complaint within the timelines established in Policy FNG. In general, the student or parent should request a conference with the Principal. If the complaint is not resolved, a written complaint with a request for a conference should be sent to the Superintendent. If still unresolved, the School provides for the complaint to be presented to the board of trustees.

CONDUCT (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on school vehicles—and consequences for violation of these standards. The School 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.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The Principal serves as the campus behavior coordinator.

Corporal Punishment

Corporal punishment of any kind is not permitted at the School.

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a School 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 School property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving School property without authorization from an administrator.
- Disruption of classes or other school activities while on School property or on public property that is within 500 feet of School 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 School.

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.

COUNSELING

Academic Counseling

Elementary and Middle School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

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

COURSE CREDIT (Secondary Grade Levels Only)

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

CREDIT BY EXAM

If a Student Has Taken the Course/Subject (All Grade Levels)

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

The Principal will determine if a student may 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 receive credit for a course by passing an exam.

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION

If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level.

Students in Grades 6-12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable or a score designated by the state for an exam that has alternate scoring standards. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

The School 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 School employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. School 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.

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 it negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the School's policy is available in the Principal's office and in the Superintendent's office or on the School's Web site.

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

Two types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a 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 sexual relationships, between students and School employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation of a student occurs 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.

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

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 counselor or Principal. The report may be made by the student's parent.

Upon receiving a report of prohibited conduct as defined by policy FFH, the School will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not,

the School will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The School 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 School will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the School 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 School will promptly notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the School.

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

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

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

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

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with TSBVI Board Policy FNG.

DISPLAYS OF AFFECTION / STUDENT INTERACTIONS

Interactions between students should reflect a respect for others' body space and a mutual agreement between parties. When both students agree, examples of appropriate displays of affection on campus and school sponsored activities including weekends home buses may be: a short hug, holding hands, and walking or sitting with arms around shoulders. Kissing, sitting on another student's lap, or any other close physical contact that appears sexually suggestive will not be permitted. Sexual contact, touching of any sexual private body parts, of other students is not allowed.

DISTANCE LEARNING (All Grade Levels)

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. 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.

The School permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation. These students should see the Principal.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (All Grade Levels)

School Materials

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

The school yearbook is available to students. 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 selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

A student may appeal a Principal’s decision in accordance with TSBVI Board Policy FNG. Any student who sells, posts, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the Principal’s approval will be removed.

From Others

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

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 or a non-curriculum-related student group meeting held in accordance with FNAB.

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

DRESS AND GROOMING (All Grade Levels)

The School's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for oneself.

Staff will assist students who have questions regarding what clothing choices are appropriate and inappropriate. Individuality in clothing selection will be respected, assuming that the clothing is clean, maintained, not in poor taste, or inappropriate. Students may be excused to the dormitory to change clothing deemed inappropriate.

1. Shorts and skirts must be at least of mid-thigh length. No gym, running, or bike shorts, with the exception of during physical education classes or on recreational outings.
2. Clothing which exhibits cleavage (front or rear) is prohibited. If you are unable to bend over without exposing excessive cleavage the item is not appropriate to wear.
3. Undergarments may not be visible.
4. No tube tops, halter tops, crop tops, (i.e., no exposed midriffs); no shirts with the sleeves cut out or sleeveless shirts with oversized armholes.
5. Shoes must be worn at all times, except during swimming/water activities.
6. Swimwear may only be worn during swimming/water activities. If swimwear is worn to school on a day when such an activity is scheduled, it must be covered with appropriate clothing.
7. No clothing displaying inappropriate language, slogans, images, or advertisements promoting alcohol or tobacco or other topics in inappropriate for a school setting.
8. No visible tattoos depicting inappropriate images or language.
9. No jewelry that could also be used as a weapon (for example, razor blade necklace or neck collar with metal points).

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Acceptable Use of School Technology Resources

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

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 School-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 School'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.

Student Use of Personal Computing Devices, Mobile Telephones, or Other Personal Electronic Devices

Agreements for acceptable use of the School's technology resources and personal computing devices, mobile telephones or other electronic devices must be signed annually by both the student and the parent.

When using personal devices, students must follow the School's technology resources policy and associated procedures, including the acceptable use agreement acknowledgment signed annually for access to the School's technology resources.

TSBVI is not responsible for damage to or loss of personally-owned devices.

Rules for Student Use of Personal Computing Devices

Students must have approval to possess computing devices such as netbooks, laptops, tablets, or other portable computers. Students must report all personal computer equipment to classroom teachers/advisors. Each classroom teacher/advisor will notify the assigned technology teacher of the device. The assigned technology teacher will approve each device and ensure that appropriate precautionary steps will be taken to ensure secure use of the TSBVI network. This may include the installation of security software. Technical support for personal devices will be provided by Information Resources on a best-effort basis.

Rules for Student Use of Personal Mobile Telephones

1. For safety purposes, the School permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all

testing, during instructional time in the residential setting, or at school events unless they are being used for approved instructional purposes. Use of cell phones is also not allowed during “lights out” time on the dorms. Students may possess cell phones that are turned off during these times.

2. The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.
3. If a student uses a cell phone during a time that it not allowed, a staff member will ask for the student’s phone and turn it in to the Principal. If the student refuses to hand the staff member the phone, the staff member will complete a student incident report. When confiscated, the student must schedule an appointment with the Principal to receive the cell phone.

Rules for Student Use of Other Personal Electronic Devices

1. Students may possess and use items such as tape recorders, radios, CD players, cameras, or other electronic devices at times that do not interfere with instruction and approved by the student’s teacher or residential instructor.
2. For safety purposes, students may not wear headsets/ear buds and listen to music or other auditory content with any electronic device while traveling in the buildings or across campus.
3. The Principal may determine that a student may not possess such items when they interfere with instruction or when they are disruptive.

Sanctions – Termination/Revocation of Use

Violation of these rules may result in suspension or revocation of system access and/or suspension or revocation of permission to use personal electronic devices while on campus, as well as other disciplinary action, in accordance with the Student Code of Conduct including confiscation of devices. If a student uses a cell phone or other device during a time that is not allowed, a staff member will ask for the student’s device and turn it into the Principal. If a student refuses to hand the staff member the device, the staff member will complete a Student Incident Report. When confiscated, the student must schedule an appointment with the Principal to retrieve the device. Confiscated telecommunications devices that are not retrieved by the student or the student’s parents will be disposed of after the notice required by law.

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

ELEVATOR USAGE

Only students who have permission from the Assistant Principal or Principal may ride the elevator.

END-OF-COURSE (EOC) ASSESSMENTS

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

A student who is an English language learner 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 an English language

learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that 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 an English language learner, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

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

Participation in school 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.uilutexas.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 or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English may not participate in extracurricular activities for at least three school weeks.
- A student who 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 ten absences not related to post-school competition, a maximum of five absences for post-school competition prior to state, and a maximum of two

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.

Standards of Behavior

An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

Offices and Elections

Student government, in the form of a Student Council, affords students the opportunity to participate in the formation of general school policies, to discuss matters of student concern, and to provide students with experience in participating in the democratic process. The Student Council is under the supervision of a faculty sponsor and the Principal.

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, may be expected to provide:

- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for optional courses offered for credit that require use of facilities not available on School premises.

FOOD and DRINK

No food or drinks should be purchased or brought into the school building without permission. Students may not access vending machines during school hours without teacher permission.

FUND-RAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the Principal.

GANG-FREE ZONES (All Grade Levels)

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

GRADE LEVEL CLASSIFICATION (Grades 9-12 Only)

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

- 5 Credits Earned Grade 10 (Sophomore)
- 10 Credits Earned Grade 11 (Junior)
- 15 Credits Earned Grade 12 (Senior)

GRADING GUIDELINES (All Grade Levels)

Grading and Credit System

For students in grades 7 through 12, except students who are enrolled in Experiences in Transition (EXIT) courses, the following percentage grades will be used for reporting progress on report cards for all courses:

100 – 90 =	A
89 -- 80 =	B
79 -- 70 =	C
<70 =	F (not passing)

(For all students, teachers report Individual Education Program goal progress at the end of each quarter. See section below, REPORT CARDS / PROGRESS REPORTS AND CONFERENCES.)

A student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.

Course Credit

Students in grades 9 through 12 receive .5 credits for each semester of successful work. Middle school students in grades 6 through 8 receive report card grades but no credits for successful work.

GRADUATION (Secondary Grade Levels Only)

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

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

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

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

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the foundation graduation program, a student must meet the following requirements to receive a high school diploma from TSBVI:

- Complete the required number of credits established by the state and any additional credits required by the School;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the School, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

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

If a student fails to perform satisfactorily on an EOC assessment, the School will provide remediation to the student in the content area for which the performance standard was not met.

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

Minimum, Recommended, and Advance/Distinguished Achievement Graduation Programs

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

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

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

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

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

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

3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

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

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

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

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

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
Language other than English***	2	2
Fine Arts	1	1
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

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

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

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

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

Personal Graduation Plans for Students Under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. TSBVI encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The School will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her

parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

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

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

Available Course Options for All Graduation Programs

Certificates of Coursework Completion

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

Certificates of Attendance

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 a graduation ceremony and receive a certificate of attendance. Even if the student participates in a graduation ceremony 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.

Graduating Under the Provisions of the Student's IEP

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a TSBVI student may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

If a TSBVI student has completed four years of high school, but has not met the requirements of his or her IEP, the student 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.

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

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

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

students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Scholarships and Grants

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

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

HAZING (All Grade Levels)

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

Hazing will not be tolerated by the School. 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.

HEALTH-RELATED MATTERS

Bacterial Meningitis (All Grade Levels)

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

1. 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.

2. 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.

3. 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.

4. How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis is 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.

5. 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.*

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

You should seek prompt medical attention.

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

Also refer to Immunizations, below, for more information.

Food Allergies (All Grade Levels)

Parents must annually complete the TSBVI Diet and Eating History form provided prior to the start of the school year or, if a student enrolls during the school year, upon admission. Part of completing this form requires the parent to report all known student food allergies, including 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 TSBVI Health Center, 512-206-9136, if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The School has developed and annual 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 School 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.

Head Lice (All Grade Levels)

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

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

Physical Activity Requirements

Elementary School

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

For additional information on the School's requirements and programs regarding elementary student physical activity requirements, please see the Principal.

Middle School

In accordance with policies at EHAB, EHAC, and EHBG, the School will ensure that students in middle school will engage for at least 225 minutes in moderate or vigorous physical activity within each 2-week period for at least 4 semesters.

For additional information on the School's requirements and programs regarding middle school student physical activity requirements, please see the Principal.

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

During the preceding school year, the School's School Health Advisory Council (SHAC) held six meetings. Additional information regarding the SHAC is available from the Principal.

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

Other Health-Related Matters

- **Physical Fitness Assessment (Grades 3-12)**

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

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

The School has adopted and implemented the state and federal policies and guidelines for food service including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the Principal.

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

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

The School and its staff strictly enforce prohibitions against the use of tobacco products, including electronic cigarettes or any other electronic vaporizing device, by students and others on school property and at school-sponsored and school-related activities.

Asbestos Management Plan (All Grade Levels)

The School works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the TSBVI Asbestos Management Plan is available in the Office of the Director of Operations. If you have any questions or would like to examine the School's plan in more detail, please contact:

John Daude
Director of Operations
Designated Asbestos Coordinator
512-206-9126

Pest Management Plan (All Grade Levels)

TSBVI is required to follow integrated pest management (IPM) procedures to control pests on the school campus. Although TSBVI 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:

John Daude
Director of Operations
IPM Coordinator
512-206-9126

HELMETS

Students must wear helmets when riding bicycles, scooters, rollerblades, roller skates and skateboards.

HOMELESS STUDENTS (All Grade Levels)

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

For more information on services for homeless students, contact the School's homeless education liaison, Marcela Contreras, Social Worker, 512-206-9194.

HOMEWORK (All Grade Levels)

Homework is assigned by individual teachers based on subject requirements, student level, and needs.

IMMUNIZATION (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the School. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to Susan Hauser, Director of Center for School Resources (512-206-9273) within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or 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 the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

As noted above 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.

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

- The Principal ordinarily will be present unless the interviewer raises what the Principal considers to be a valid objection.

Students Taken into Custody

State law requires the School 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 School 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 School personnel in regards to a student who is required as a sex offender.

LEAVING CAMPUS

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

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

- A parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student is 18 years of age or older, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If the student becomes ill and the School nurse determines that the student should go home, the nurse will contact the student's parent to make the necessary arrangements.

LOST AND FOUND (All Grade Levels)

A "lost and found" box is located in the principal's office. If your child has lost an item during the school day, please encourage him or her to check the lost and found box.

LUNCH CAFETERIA RULES

1. All students must report to the cafeteria at lunchtime.
2. All students must remain in the cafeteria until the specified release time.
3. At the specified time, students may remain in the cafeteria or go to an approved alternate location.
4. Lunchtime is the only time students may use personal music devices and cell phones. Students must use headphones.
5. No purchases from campus vending machines may be made during lunchtime.

MAKEUP WORK (All Grade Levels)

Makeup Work Because of Absence

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 or In-school Suspension Makeup Work (All Grade Levels)

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student's high school graduation requirements.

The School may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, another distance learning option, or summer school. The School will not charge the student for any method of completion provided by the School.

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 School may provide the opportunity by any method reasonably available.

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

MEDICINE AT SCHOOL (All Grade Levels)

Students may not keep prescription or over-the-counter medicines in the dormitories, on their person, in their lockers, or any place on or off campus. All medications must be in properly labeled containers and dispensed through the Health Center. This includes aspirin, vitamins, all cough and cold medications, diet pills, and stomach and digestive medicines. Students should report to the Health Center promptly for medications at assigned times. Students will receive instruction in self-administration of medication as outlined in their IEPs.

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

Only authorized employees 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 School employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

With the approval of the TSBVI Director of Health Services and the Principal, a student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the TSBVI Director of Health Services 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, the student and parents should discuss this with the Director of Health Services.

With the permission of the Director of Health Services and the Principal and 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.

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 School 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. In addition, a TSBVI registered nurse or psychologist or the TSBVI consulting physician can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

MOBILITY CARD PRIVILEGES

Orientation & Mobility Instructors will recommend that student receive the privilege of obtaining a mobility card when the student has demonstrated the skills to travel safely off campus. These off campus privileges fall into the following categories:

1. GREEN CARD (full mobility privileges; may travel anywhere in Austin independently; students 16 years old and older)
2. RED CARD (limited mobility privileges; may travel with a student who has full privileges and who may serve as a sighted guide)
3. WHITE CARD (specific route privileges; may travel to specific instructor-approved routes).

Steps to obtaining mobility cards:

1. The orientation & mobility instructor and student sign the mobility permission sheet. The O&M instructor signs to indicate that the student demonstrates the necessary skills to travel safely off campus. The student signs to indicate that are applying for the card.
2. The permission sheet is mailed to parents for approval.
3. Once the signed sheet is received from parents by the O&M instructor, students must make an appointment with the Principal.

Based upon the interview with the Principal and upon information gathered from teachers and residential instructors, the Principal will decide whether the student will receive a mobility card. Student safety will be the primary concern in making the decision.

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination, and as required by law, the Texas School for the Blind and Visually Impaired does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including vocational programs, and provides equal access to the Boy Scouts and other designated youth groups.

The staff member designated to coordinate compliance with these legal requirements is:

Susan Hauser
Director of Center for School Resources
512-206-9273

Please see the Superintendent for all other concerns regarding discrimination:

William Daugherty
Superintendent
512-206-9133

ON- AND OFF-CAMPUS ACTIVITIES

Students attending TSBVI may participate in various on and off campus activities such as: swimming, team sports, Special Olympics (requires an application), amusement parks, skating, camping, restaurant, shopping, and community-based instruction. Team sports may require out-of-state travel. These activities are school sponsored and may be considered a part of a student's activity program. TSBVI is not financially responsible for medical treatment of injuries to students sustained while participating in such activities.

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 school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child again in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 512-206-9167 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the School in community and student engagement. For further information, please contact the Principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

- Attending board meetings to learn more about School operations.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletic Participation (Secondary Grade Levels Only)

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

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

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

Other Exams and Screenings (All Grade Levels)

Hearing Screenings

Students receive hearing screenings in first, third, fifth, and seventh grades as required by law. If a re-check is needed, a student may receive more frequent screenings.

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

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The pledge to the Texas flag is "Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible." 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.

PRAYER (All Grade Levels)

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

PROHIBITED OBJECTS

In addition to objects prohibited by the Student Code of Conduct, students may not possess pocketknives, slingshots, or other dangerous objects. Students may use high-powered water guns only under close supervision by staff members.

PROMOTION AND RETENTION

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

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

Elementary and Middle School Grade Levels

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. The student will instead take the corresponding EOC assessment.

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

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the Principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the School, 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.

Certain students—some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing.

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

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the School as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. At

TSBVI, a student's IEP will be used as the student's personal graduation plan and will identify the student's educational goals and include consideration of the parent's educational expectations for the student. For a TSBVI student, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

The admission, review, and dismissal (ARD) committee of a TSBVI student, including a LEP student, who does not perform satisfactorily on a designated assessment instrument, shall determine the manner in which the student will participate in an accelerated reading instruction program and whether the student will be promoted or retained.

High School Grade Levels

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

Students in grades 9-12 will be advanced at grade level based on the level of course credits earned.

Students will have multiple opportunities to take EOC assessments.

RELEASE OF STUDENTS FROM SCHOOL

Only persons on the student's visitor list may remove a student from campus. The student must be signed out through the school or dormitory office. When parents or a visitor are returning students to school, the student must be signed in through the school or dormitory office.

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

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the Assistant 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 Health Center. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

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

All students in grades 7 through 12 receive report card grades and a record of student absences at the end of each quarterly grading period. Report card grades from the first and second quarters are averaged to determine the first semester grade; grades from the third and fourth quarters are averaged to determine the second semester grade.

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the Principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period. 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 School's grading policy.

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 TSBVI Board Policy FNG.

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The school may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes.

ROLLERBLADES, ROLLERSKATES & SKATEBOARDS

Students may not bring roller blades, roller skates or skateboards into school buildings unless they are used as an educational activity under the close supervision of a staff member. Otherwise, they are for after school recreational usage only. During these times, a helmet must be worn and they are allowed on the service road on the east side of campus. They are not allowed on sidewalks on campus. Off campus, they are allowed on sidewalks, but not on streets. Crossing streets with them is not allowed.

RUNNING INDOORS PROHIBITED

Students should not run indoors.

SAFETY (All Grade Levels)

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the 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 School employees who are overseeing the welfare of students.

Accident Insurance

A parent wishing to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child may contact TSBVI Director of Center for School Resources Susan Hauser, 512-206-9273.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other School 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.

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 admissions coordinator (512-206-9182) to update any information.

SCHOOL FACILITIES

Cafeteria Services

The School participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Parents may be asked for information that TSBVI will use to ensure its full participation in the program.

Library

The library is a learning laboratory with books in regular print, large print, braille, and recorded; computers; magazines; and other materials available for classroom assignments, projects, and reading or listening pleasure.

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 in accordance with board policy.

SEARCHES

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

Students' Desks, Lockers and Bedrooms (All Grade Levels)

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

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

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of School-owned equipment and its network systems is not private and will be monitored by the School.

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.

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 of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Trained Dogs (All Grade Levels)

The School may 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, residential areas or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a bedroom, a locker, a vehicle or residential area to which a trained dog alerts may be searched by school officials.

SPECIAL PROGRAMS (All Grade Levels)

A parent with questions about services for homeless children and youth, English language learners, and students diagnosed with dyslexia may contact Miles Fain, Principal, 512-206-9251.

STANDARDIZED TESTING

Secondary Grade Levels

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

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

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 IN FOSTER CARE (ALL GRADE LEVELS)

In an effort to provide educational stability, the School strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent 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 School.

Please contact Susan Hauser, Director, Center for School Resources, who has been designated as the School's foster care liaison, at (512)206-9273 with any questions.

STUDENT PROPERTY

Students are encouraged not to bring any item of value to the School campus. The School is not responsible for replacing or repaying students for any item that is lost or stolen from the student.

Any student who does bring anything of value will be offered the use of a footlocker that can be used with a padlock.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS (All Grade Levels)

TSBVI 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 www.texassuicideprevention.org or contact the school counselor for more information related to suicide prevention services available in your area.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

Textbooks and other school-approved instructional materials are provided to students free of charge for each subject or class. Books must be 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.

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. 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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop nearest home.
- Keep feet, books, band instrument cases, and other objects out of the aisle.

- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any school vehicle.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

VISITORS TO THE SCHOOL (All Grade Levels)

Parents and other visitors are welcome to visit TSBVI classrooms and dormitories. All visitors must first report to the school or dormitory office. Visits to individual classrooms during instructional time are permitted only with the Assistant Principal's or Principal's approval, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Student Visitor List

TSBVI maintains a list of visitors who have approval from parents--or from the student, if 18 or over--to visit with the student on campus and/or to check the student off campus. The parent or adult student submits a list of approved visitors annually as a part of the registration process. Please remember that visitors for students age 13 and younger must be either a relative of the student or over age 18.

Modifying the Visitor List

The parent or adult student may modify the list at any time by notifying the Residential Instructor or Admissions Coordinator. When an adult student modifies the visitor list, the parent will be informed of the modification. When a student younger than 18 requests that the list be modified, the parent will be contacted for permission within the 24-hour period after the student requests the modification.

Authority to Restrict Visitation

A designated supervisor or administrator may determine that allowing a visitor on the approved list to visit on campus or take the student off campus is unduly disruptive to the school routine or may jeopardize the safety of the student. In this case, the Superintendent has delegated to the supervisor or administrator the authority to request that the visitor leave campus and/or to inform the visitor that the visitor may not take the student off campus.

Rules for Visitors

An on-campus visitor must wear a visitor's badge at all times while on the campus. The visitor may obtain the badge from a staff member in the area where the student resides.

While visiting on campus or taking the student off campus, the visitor must stay with the student visited.

VOTER REGISTRATION (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WEEKENDS HOME PROGRAM

The School operates a "Weekends Home" program in which students attending TSBVI are required or permitted to return to their homes on selected weekends during the school year. Parents will receive a copy of the School's Weekends Home Parent and Student Handbook. Questions about the program may be directed to the student's Residential Director.

For students who are transported in TSBVI buses and vans during the Weekends Home program, the following rules apply:

1. Students must respect the rights and privileges of other students and Weekends Home staff.
2. Students must respect the property of others.
3. Students must cooperate with or assist the Weekends Home staff in maintaining safety, order, and discipline.
4. Students must remain seated and buckled in their seats as long as the vehicle is in route.
5. All radios, CD players, and other sound-producing equipment must be used with a headset unless Weekends Home staff has given permission otherwise.
7. Students must keep all noise levels as low as possible.
8. Students may not purchase snacks or drinks at rest stops.
9. Students may not bring glass objects onto the vehicle unless they are stored in their luggage.
10. Students may not bring aerosols or sprays (such as perfumes, colognes, etc.) into the seating area of the vehicle.
11. Students must not throw or hang anything out of the window of the vehicle.

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the Health Center for health records; to the technology teacher; to the Assistant Principal; and to the Principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

GLOSSARY

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

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

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

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

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

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

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

ESSA is the Every Students Succeeds Act passed by the federal government in December 2015.

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

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

IGC is the individual graduation committee, formed in conformance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments. The ARD Committee serves in this role for students at TSBVI.

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

PGP stands for Personal Graduation Plan, which is required for high school students beginning with 9th graders in the 2014-15 school year, and for any student in middle school who fails a section on a state-mandated test or is identified by the School as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

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

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

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined by an ARD committee to be eligible for special education services, appropriate regular educational services will be provided.

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

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

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

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

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

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

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

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

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

Student Code of Conduct

PURPOSE

The Student Code of Conduct is the School'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 School to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the School's Board of Trustees and developed with the advice of the School's Instructional Planning Council. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be available for review at the office of the Principal (Campus Behavior Coordinator). Additionally, the Code will be posted on the School's web site: www.tsbvi.edu. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

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

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

SCHOOL AUTHORITY AND JURISDICTION

Campus Behavior Coordinator

As required by law, a person must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. At TSBVI, the Principal is the School's campus behavior coordinator.

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

The School has disciplinary authority over a student:

- During the regular school day and residential hours and while the student is going to and from school or a school-sponsored or school-related activity on School transportation;
- During lunch periods;

- 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, board member, or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas; and
- When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081.
- When the student is required to register as a sex offender.

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

REPORTING CRIMES

The principal/campus behavior coordinator and other School administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

“PARENT” DEFINED

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

PARTICIPATING IN GRADUATION ACTIVITIES

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

DISCIPLINING TSBVI STUDENTS

This Code of Conduct addresses standards for student conduct, general conduct violations and removal from the educational setting, including suspension, placement in a Disciplinary Alternative Education Program (DAEP) and expulsion.

It is important to remember that, in addition to the Student Code of Conduct, the discipline of students with disabilities, including all TSBVI students, is subject to the provisions of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. To the extent of any conflict between any provision in the Code of Conduct and the provisions of the IDEA and/or Section 504, the provisions of IDEA and Section 504 will prevail.

Because of this, all of the following information applies to disciplinary action for all TSBVI students.

- Following the Code of Conduct

Parents will remember that, as part of your student's Admission, Review and Dismissal (ARD) meeting, the ARD committee determined whether your student a) is capable of following the Code of Conduct, b) is capable of following the Code of Conduct with modifications, or c) is not capable of following the Code of Conduct.

For a student who is not capable of following the Code of Conduct, the provisions of the TSBVI Code of Conduct do not apply at all. Information about how staff will respond to your student's behavior is contained in the Individualized Education Program (IEP) and, if one has been developed for your student, in the Behavior Intervention Plan (BIP).

For a student who is capable of following the Code of Conduct or following it with modifications, the additional provisions below apply.

- **Removals from the Student's Current Placement**

A "removal" includes out-of-school (OSS), removal to In-school Suspension (ISS), removal to a Disciplinary Alternative Education Program (DAEP), or expulsion.

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

If a TSBVI student engages in bullying, harassment or making hit lists, the student may not be disciplined for this conduct until an ARD committee meeting has been held to review the conduct.

For a student who is capable of following the Code of Conduct or following it with modifications, for any violation of School rules, the student's Principal, with input, as needed, from administrators, supervisors and direct service staff members working with the student:

- may remove the student from the student's current placement for not more than 10 consecutive school days; or
- may remove the student from the student's current placement for separate periods of time less than 10 consecutive school days in the same school year for separate incidents of misconduct as long as the removals do not constitute a pattern based on the length of time of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

School Responsibilities After Certain Removals

- **Manifestation Determination Review**

After any of the following four events has occurred, the student's ARD Committee will conduct a manifestation determination review (MDR) to determine whether the student's behavior has a direct and substantial relationship to the student's disability(ies):

- a student removal for more than 10 consecutive school days is initiated;
- any separate removal for less than 10 days is initiated that will result in a pattern of removals exceeding 10 days in a school year;
- a removal to a DAEP for possessing a weapon or possessing or soliciting the sale of illegal drugs is initiated; or
- the total number of days a student has been removed exceeds 10 days in a school year.

No later than the tenth day the student will be removed from the educational placement, the School will convene an ARD meeting to review the relationship between the student's disability and the behavior subject to the disciplinary action. The ARD committee may determine that the behavior was not a manifestation of the student's disability only if:

- the conduct in question was the direct result of TSBVI's failure to implement the IEP; or
- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.

If the ARD Committee identifies any deficiencies in the student's IEP or placement or in their implementation, it must take immediate steps to remedy those deficiencies.

Responsibility When Behavior Is a Manifestation of Disability. If the ARD Committee determined that the student's behavior is a manifestation of the student's disability because the behavior was caused by, or had a direct and substantial relationship to, the student's disability, the ARD Committee will arrange for a Functional Behavior Assessment (FBA) to be conducted and a Behavior Intervention Plan (BIP) to be developed and will assign a timeline for these activities. If the student already has a BIP, the ARD Committee will arrange for the BIP to be reviewed and modified as necessary to address the behavior and will assign timelines for this activity.

As soon as practical after completing the FBA and BIP (or the modified BIP), the ARD Committee shall meet again to adopt the FBA and BIP.

Responsibility When Behavior is Not a Manifestation of Disability. If the ARD Committee determined that the student's behavior is not a manifestation of the student's disability because the behavior was not caused by, or did not have a direct and substantial relationship to, the student's disability, the ARD Committee will arrange for a Functional Behavior Assessment (FBA) to be conducted and for behavior services and modifications to be provided to address the behavior that is determined not to be a manifestation of the student's disability. The behavior services may include applying the provisions of the Code of Conduct to the student.

- **Responsibility for Conducting FBA and Developing BIP Related To Drug Or Weapons Offenses Or The Infliction Of Serious Bodily Injury**

When the student has committed an offense related to drugs or weapons or has inflicted serious bodily injury on another person, the student may be placed in DAEP for not more than 45 school days regardless of whether the behavior was caused by or has a substantial relationship to the student's disability. In this case, the ARD Committee will arrange for an FBA to be conducted and a BIP developed.

- **Provision of Services During Student Removals Greater than 10 Days**

After a student has been removed from his or her current placement for more than 10 school days in the same school year, during any subsequent days of removal the School will ensure that educational services are provided to the student in accordance with the Individuals with Disabilities Education Act.

- **Procedural Safeguards**

For information regarding an appeal of any school or ARD committee decision related to student discipline, the parent is referred to the "Notice of Procedural Safeguards; Parents of Students with Disabilities". Each parent is given a copy of these safeguards with the ARD notice for the student's annual ARD meeting.

STANDARDS FOR STUDENT CONDUCT

Students are expected to follow campus-wide rules incorporating expectations for behavior related to student safety, respectfulness, responsibility and participation and must:

- Be Safe.
- Be Respectful.
- Be Responsible.
- Be a Participant.

Each student is also expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet School standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other School staff and volunteers.
- Respect the property of others, including School 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, in vehicles owned or operated by the School, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on 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 Educational Setting as detailed in that section.

The School prohibits the following:

Disregard for Authority

- Failing to comply with directives given by school personnel (insubordination).
- Leaving school grounds or school-sponsored events without permission.
- Disobeying rules for conduct on school vehicles.
- Refusing to accept discipline management techniques assigned by a teacher or Principal.

Mistreatment of Others

- Using profanity or vulgar language or making obscene gestures.
- Fighting or scuffling. (For assault see DAEP Placement and Expulsion)
- Threatening another student or School employee on or off school property.
- Engaging in bullying, harassment, and making hit lists. (See glossary for all three terms)
- Engaging in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, including requests for sexual favors directed toward another student or a School employee.
- Engaging in conduct that constitutes dating violence.

- Engaging in inappropriate or indecent exposure of private body parts.
- Hazing. (See glossary)
- Causing an individual to act through the use of or threat of force (coercion).
- Committing extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engaging in inappropriate verbal, physical, or sexual conduct directed toward another student or a School employee.
- Recording 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

- Damaging or vandalizing property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion)
- Defacing or damaging school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Stealing from students, staff, or the school.
- Committing or assisting 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)

Possession of Prohibited Items

Possessing or using:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- a “look-alike” weapon;
- an air gun or BB gun;
- ammunition;
- a stun gun;
- a pocketknife, a switchblade knife or any other type of knife;
- mace or pepper spray;
- pornographic material;
- tobacco products, including electronic cigarettes;
- matches or a lighter;
- a laser pointer for other than an approved use; or
- any articles not generally considered 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

- Turning on or using cell phones or other electronic communication devices during the school day, during instructional times in the residential setting, after “lights out” time on dorms, or at school events is not allowed.

Illegal, Prescription, And Over-The-Counter Drugs

- Possessing or selling seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion)

- Possessing, using, giving, or selling paraphernalia related to any prohibited substance. (See glossary for “paraphernalia”)
- Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
- Abusing over-the-counter drugs. Being under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. Having or taking prescription drugs or over-the-counter drugs at school other than as provided by School policy.

Misuse of Technology Resources And The Internet

- Violating policies, rules, or agreements signed by the student’s parent regarding the use of technology resources.
- Attempting to access or circumvent passwords or other security-related information of the School, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempting to alter, destroy, or disable school technology resources including but not limited to computers and related equipment, school data, the data of others, or other networks connected to the School’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Using the Internet or other electronic communications to threaten students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property if the conduct causes a substantial disruption to the educational environment.
- Using e-mail or websites 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

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

Miscellaneous Offenses

- Violating dress and grooming standards as communicated in the Parent and Student Handbook.
- Cheating or copying the work of another.
- Gambling.
- Falsifying records, passes, or other school-related documents.
- Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violating other communicated campus or classroom standards of conduct.

The School may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms and residential areas 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 including restorative discipline practices. 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, including misconduct in a School vehicle owned or operated by the School, (unless otherwise specified by law) may bring into consideration varying techniques and responses.

Techniques

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

- Verbal (oral or written) correction.
- Cooling-off time or “time-out.”
- Seating changes within the classroom or vehicles owned or operated by the School.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating and plagiarism.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of School transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain 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 School.
- Other strategies and consequences as determined by school officials.

Notification

The Principal/campus behavior coordinator or appropriate administrator shall promptly notify a student's parent by phone or in person of any violation that may result in an in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The Principal/campus behavior coordinator or other appropriate administrator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide written notification of the disciplinary action to the parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day of the day the disciplinary action was taken, the Principal/campus behavior coordinator or other appropriate administrator shall send written notification by U.S. Mail.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, Assistant Principal or Principal, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG. A copy of the policy may be obtained from the Principal's office.

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

REMOVAL FROM THE EDUCATIONAL SETTING

A teacher or other instructional staff member may use a variety of behavior support techniques within the instructional setting and may request additional support from a behavior specialist or Assistant Principal, as needed. The teacher or other instructional staff member and behavior specialist or Assistant Principal may also determine to remove the student from the instructional setting.

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.

PROCESS

State law allows a student to be suspended for no more than three school days per behavior violation subject to the provisions of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Before being suspended a student shall have an informal conference with the Principal/campus behavior coordinator or other 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 Principal/campus behavior coordinator or other appropriate administrator, but shall not exceed three school days.

In deciding whether to order out-of-school suspension, the Principal/campus behavior coordinator or other appropriate administrator 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, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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 6 and secondary classification shall be grades 7–12.

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 place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the Principal/campus behavior coordinator or other appropriate administrator 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

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

Misconduct Identified in State Law

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

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

In accordance with state law, a student may be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a

school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
 - Engages in expellable conduct and is between six and nine years of age.
 - Commits a federal firearms violation and is younger than six years of age.
 - Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault

If a student has been convicted of continuous sexual abuse of a young child or children or convicted or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student, and if the victim's parent or another person with the authority to act on behalf of the victim so requests, the board shall transfer the offending student to a DAEP.

Emergencies

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

Process

Removals to a DAEP will be made by the Principal/campus behavior coordinator or other appropriate administrator.

Conference

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

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

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

Consideration of Mitigating Factors

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

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

Placement Order

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

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

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

Coursework Notice

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

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the Principal/campus behavior coordinator or other appropriate administrator. The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

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

The School 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 administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

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

Exceeds School Year

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

For placement in a DAEP to extend beyond the end of the school year, the Principal/campus behavior coordinator or other must determine that:

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

Exceeds 60 Days

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

Questions from parents regarding disciplinary measures should be addressed to the Principal/campus behavior coordinator or other. Appeals regarding the decision to place a student in a DAEP should be addressed to the Superintendent in accordance with Policy FOC.

Appeals

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with Policy FNG. A copy of this policy may be obtained from the Principal's office.

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

Restrictions During Placement

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

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the Principal/campus behavior coordinator or other appropriate administrator at intervals not to exceed 120 days.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the Principal/campus behavior coordinator or other 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 School if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the Principal shall review the student's placement and schedule a review with the student's parent not later than the third day after the Principal 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 Principal 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 Principal's decision to the board. 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 Principal, and confirm or reverse the decision of the Principal. The board shall make a record of the proceedings.

If the board confirms the decision of the Principal, the student and the student's parent may appeal to the Commissioner of Education.

Withdrawal During Process

When a student violates the School's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the School before a placement order is completed, the Principal/campus behavior coordinator or other appropriate administrator may complete the proceedings and issue a placement order. If the student then reenrolls in the School during the same or a subsequent school year, the School 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 Principal/campus behavior coordinator or other 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 School shall decide on a case-by-case basis the placement of a student who enrolls in the School and was assigned to a DAEP in an open-enrollment charter school or another district, including a district in another state (if the behavior committed is a reason for DAEP placement in the receiving district). The School may place the student in the School's DAEP or a regular classroom setting.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, the School, 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 School 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 determine appropriate placement unless the court orders JJAEP placement.

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

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

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 School'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, an ARD committee shall convene, in accordance with state law, to review the student's placement. The ARD committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the ARD committee's recommendation.

Newly Enrolled Student

If a student enrolls in the School during a mandatory placement as a registered sex offender, the School 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 Principal, 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 Principal 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 Principal/campus behavior coordinator or other appropriate administrator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or 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 School 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 School; 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:

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

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

Length of Placement

The student is subject to the placement until:

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

Newly Enrolled Students

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

EXPULSION

In deciding whether to order expulsion, the Principal/campus behavior coordinator or other appropriate administrator shall take into consideration:

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

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Discretionary Expulsion: Misconduct That May Result in Expulsion

A student may be expelled for:

- Engaging in the following, no matter where it takes place:
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
- Aggravated assault.
- Sexual assault.
- Aggravated sexual assault.
- Murder.
- Capital murder.
- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.
- Breach of computer security.

At School, Within 300 Feet, or at School Event

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

- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

A student may be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (see glossary)
Murder, capital murder, or criminal attempt to commit murder or capital murder.
Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
Continuous sexual abuse of a young child or children.
Felony drug- or alcohol-related offense.
- Carrying on or about the student's person a handgun, an illegal knife, or a club, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a, or prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, (as defined by federal law). (See glossary.)

Property of the School

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

While in DAEP

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

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

MANDATORY EXPULSION: MISCONDUCT THAT REQUIRES EXPULSION

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

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

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

Under the Texas Penal Code

Carrying on or about the student's person the following, as defined by the Texas Penal Code: A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school

campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. An illegal knife, as defined by state law. (See glossary.) A club, as defined in state law. (See glossary.) Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.) Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or children
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

UNDER AGE TEN

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

EMERGENCY

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

PROCESS

If a student is believed to have committed an expellable offense, the Principal/campus behavior coordinator 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/campus behavior coordinator or other appropriate administrator may place the student in:

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

Hearing

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

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

After providing notice to the student and parent of the hearing, the School 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 will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the Principal/campus behavior coordinator or other appropriate administrator shall take into consideration:

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

If the student is expelled, the Principal/campus behavior coordinator or other appropriate administrator will deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Principal/campus behavior coordinator or other appropriate administrator 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 School determines that:

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

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

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

Withdrawal During Process

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

If the student then reenrolls in the School during the same or subsequent school year, the School 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 Principal/campus behavior coordinator or other 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 Principal/campus behavior coordinator or other 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 School academic credit will 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 School 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 School.

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

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

If a student is expelled by a district in another state for a period that exceeds one year and the School continues the expulsion or places the student in a DAEP, the School 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 School 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 School 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 §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying is when a student or group of students engages in written or verbal expression, 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 School and a school School'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 that the action or threat create 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.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

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

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

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

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

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

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

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

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

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

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

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

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

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

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

Handgun is defined by Texas Penal Code 46.01(5) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

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

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

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

Illegal knife is defined by Texas Penal Code 46.01(6) as a

1. Knife with a blade of over five and one-half inches;
2. Hand instrument designed to cut or stab another by being thrown;
3. Dagger, including, but not limited to, a dirk, stiletto, or poniard;
4. Bowie knife;
5. Sword; or
6. Spear.

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

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

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

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

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

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

Prohibited weapon under Texas Penal Code 46.05(a) means

1. An explosive weapon;
2. A machine gun;
3. A short-barrel firearm or firearm silencer, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or classified as a curio or relic by the U.S. Department of Justice;
4. Knuckles;
5. Armor-piercing ammunition;
6. A chemical dispensing device;
7. A zip gun; or
8. A tire deflation device.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seek 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 offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.

- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or School employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or Principal.

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

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

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

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 tires.

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

- Murder;
- Kidnapping;
- Trafficking of persons;
- Smuggling or continuous smuggling of persons;
- Assault;
- Aggravated assault;
- Sexual assault;
- Aggravated sexual assault;
- Unlawful restraint;
- Voyeurism;
- Indecency with a child;
- Invasive visual recording;
- Disclosure or promotion of intimate visual material;
- Injury to a child, an elderly person, or a disabled person of any age;
- Abandoning or endangering a child;
- Deadly conduct;
- Terroristic threat;
- Aiding a person to commit suicide; and
- Tampering with a consumer product.

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.