

Agenda

1. Call to Order
2. Adjourn to Closed Session
 - A. Texas Government Code Section 551.074, Personnel: to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
3. Reconvene into Open Session at 6:30 pm
4. Pledge of Allegiance/Invocation
5. Open Forum
6. Information Items
 - A. Stafford Elementary Report
 - B. High School/Middle School Report
 - C. Director of Operations Report
 - D. Athletic Director Report
 - E. Director of Technology Report
 - F. Director of Food Service Report
 - G. Director of ECSSA Report
 - H. Director of Teaching and Learning Report
7. Consent Agenda
 - A. Prior Month Meeting Minutes
 - B. Monthly Utility Report
 - C. Transportation Report
 - D. Check Payments
 - E. Monthly Investments & Cash Position Reports
 - F. Financial Statement
 - G. Tax Collections
8. Navarro Dual Credit Agreement
9. Consider and take possible action regarding Off Campus Physical Education Program
10. Consider and take possible action regarding the 3 year Lease/Purchase for a set of Graphic Design Mac Books. This purchase is broken up over 3 years for \$11,306.18 per year with a \$1.00 buyout. Italy will own the Mac Book's at the end of the 3 years. The lease is with Apple Inc. The total purchase amount is \$33,423.60 and will be purchased with CTE funds.
11. Consider and take possible action regarding approving the Joint Election Contract for Election Services with Ellis County
12. Consider and take possible action regarding the hiring of Certified Teacher(s)
13. Consider and take possible action regarding the Italy ISD 2020-2021 Tax Rate
14. Consider and take possible action regarding any Budget Amendments for the 2020-2021 school year

15. Consider and take possible action regarding the Italy ISD 2020-2021 Budget. Budgets include local regular budget, debt service and school nutrition
16. Information Items
 - A. 2020-2021 High School Handbooks
 - B. 2020-2021 Stafford Campus Handbook
 - C. Extracurricular Handbook
 - D. ECSSA Handbooks
 - E. First Report Preliminary Findings
 - F. Calendar change-We currently have Early Release on October 23, 2020 for Homecoming. Because of the football schedule change, the Homecoming game was moved up to October 16, 2020 so we are needing to move the Early Release to that date.
17. Informational Items from the Superintendent
18. Adjourn



Italy Independent School District

Department Board Report

Meeting Date: August 27, 2020

MISSION: The mission of Italy ISD is to maintain a safe and caring environment by partnering with families and the community to inspire lifelong learning for intellectual and personal success for all students.

VISION: Italy ISD will be a district that sees every child and creates a diverse learning environment to prepare them for an ever-changing world.

Department: Stafford Elementary
Name of Director or Presenter: J. Lance Bray
Date: August 27, 2020

Celebrations:

- 0 Positive Covid Cases reported with Stafford students
- Attendance on 8.21.2020 was: Face to Face 225 Virtual 91
- Successfully on boarded 6 new teachers to Stafford, 1 new Speech teacher, 2 Paraprofessionals
- Mrs. Mathers, 1st Grade, has a student teacher from SAGU, Alexis Ward
- Targeted Improvement Plan (TIP) preliminary meetings conducted on 7.29-7.30, 8.6, and 8.20
- Promethean boards have been installed[8.16.20] 3rd-6th grade received specific training
- 6th Grade instrument test began on 8.21.2020
- All Handbooks reviewed, completion 8.16.2020
- Due to Kindergarten numbers, new teacher hired and set to begin 8.24.2020
- Virtual 3rd-6th students had chromebook pick up on 8.19.2020
- Face to Face 3rd-6th students received chromebooks 8.19.2020-8.20.2020
- Campus Covid Guideline manual was given to staff on 8.19.2020
- Car Tag safety procedure was implemented on 8.20.2020 after parent/staff feedback was gathered
- Head Start PreK program started on 8.18.2020 with 2 teachers and 2 paraprofessionals

Updates:

- One SPED paraprofessional was put in quarantine due to exposure to her sister who had confirmed Covid. Teacher was tested on 8.20.2020. Has not returned to campus.
- Covid Isolation room set up in elementary conference room



Italy Independent School District

Department Board Report

Meeting

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Department: Italy High School

Name of Director or Presenter: Jason Lawson

Date: August 27, 2020

Celebrations:

0 Positive Covid Cases reported with IHS students or staff.

100% of students were hand scheduled 8/6/20

New Teacher Training was a success with an average survey score of 9.875

Professional development included 5 rotations [Promethean board, TTESS, RTI, Supplemental Resources, Purchasing]

New teachers have received 24 hours of classroom preparation time, returning teachers have received 20 hours of classroom preparation time.

Promethean boards have been installed[8.16.20] (hardware, paint and touch up needed)

Transcript Audit Completed by administrative team and errors identified

HS nurse's office set up (door needed)

PPE picked up by Mr. Barry Rice [8.7.20]

Individual Graduation Committee meetings held x 1

Academic course selections sent out (TSTC included)

0 period included in 20-21 instructional minutes

Cheer Camp was a success!

Band Camp was a success!

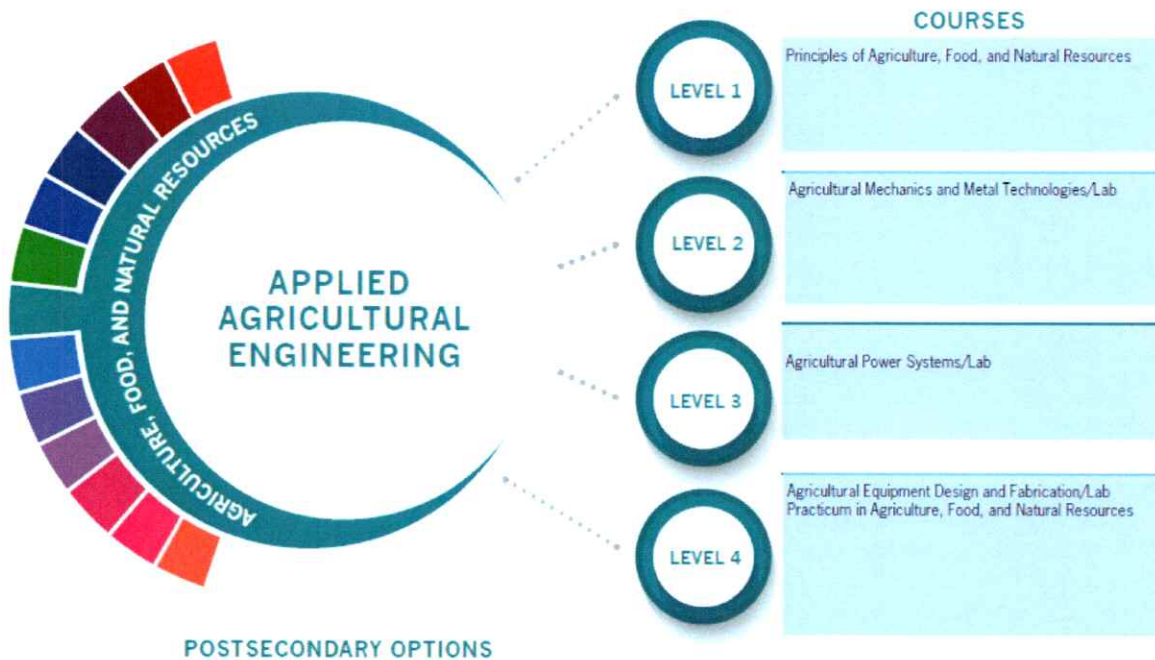
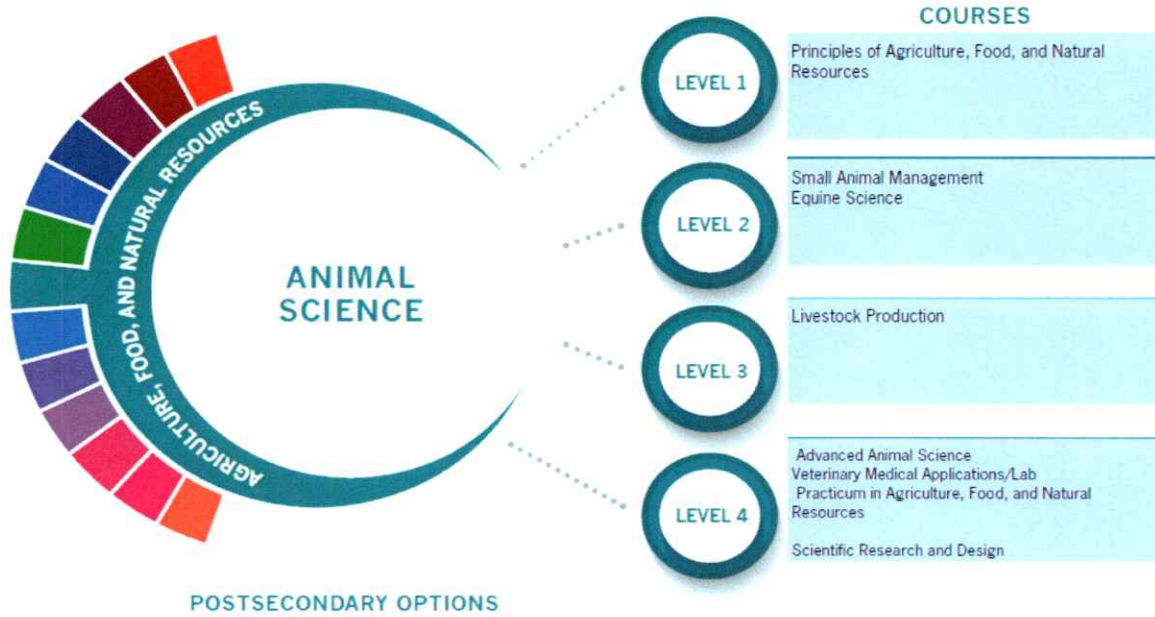
HS/JH Credit Recovery Program was completed 8/14/20

All Handbooks reviewed, completion 7/19/20

Hog barn cleaned by Ag teachers

Athletic, Football/Volleyball, practices have begun.

Information:
CTE Pathways included





POSTSECONDARY OPTIONS



COURSES

LEVEL 1	Principles of Government and Public Administration
LEVEL 2	Political Science I
LEVEL 3	Political Science II
LEVEL 4	Public Management and Administration



COURSES

LEVEL 1	Principles of Arts, A/V Technology, and Communications
LEVEL 2	Graphic Design and Illustration I/Lab
LEVEL 3	Graphic Design and Illustration II/Lab
LEVEL 4	Practicum in Graphic Design and Illustration

Additional strand has been created to include Commercial Photography I and II.



POSTSECONDARY OPTIONS

COURSES

- LEVEL 1**
Principles of Agriculture, Food, and Natural Resources
- LEVEL 2**
Food Technology and Safety (2021-2022)
- LEVEL 3**
Food Processing
- LEVEL 4**
Practicum in Agriculture, Food, and Natural Resources
Scientific Research and Design



Italy Independent School District

Department Board Report
Meeting Date 08/17/2020

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VISION: Italy ISD will be a district that sees every child and creates a diverse learning environment to prepare them for an ever-changing world.

Department: Director of Operations

Name of Director: Michael Chambers

Date: 08/12/2020

Celebrations:

All Staff Are Safe and Healthy

Information:

- Maintenance has worked 50 work orders from 6/9/2020 – 8/12/2020. (These numbers reflect work orders that are entered through Helpdesk.)
- Custodial has finished summer cleaning at the High School and Stafford.
- Mowing continues
- Promethean Boards have been installed on both campuses.
- Metal has been installed on walls at the gym at Stafford.

Future projects:

- Fence in area under bleachers at the football stadium.
- Build a pavilion at the stadium with picnic tables for spectators to sit and eat.
- Pour concrete at the ends of the track area to allow access to the track without going through the dirt/mud.
- Replace fence at the Baseball and Softball Fields.
- Add sprinkler system at the Stadium.



Italy Independent School District

Department Board Report

Meeting Date _____

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Department:

Name of Director or Presenter: Horn

Date: 8/20/20

Celebrations:

Information:

August Athletic Report

Participation	Records	Academic Suspensions	Injuries
Volleyball			
Varsity- 26	0		0
JV	0		0
JH - 48	0		0
Football			
Varsity- 28	0		0
JV- 20	0		0
JH- 21	0		0
	0		0

Athletic Enrollment

Boys HS- 54

Girls HS- 42

Boys JH- 26

Girls JH- 48

NOTES:



Italy Independent School District

Department Board Report

Meeting Date_08_20_2020

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Department: Technology

Name of Director or Presenter: Michael Steinmetz

Date: 8/20/20

Celebrations: Promethean boards are in, and more on the way.

Information: Working on getting School going, installed promethean boards, still waiting on cameras. Will be here next week. Moving COOP to their new building, all students 3-12 have chrome books. Its been a crazy start to the new year. Erate is coming at the end of the month to install more AP's for both schools.

Upcoming events/activities: More training on google classroom and promethean boards.



2020

Italy Independent School District

Department Board Report

Meeting Date August 27,

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Department: Child Nutrition Department

Name of Director or Presenter: Ofelia Martinez

Date: August 21, 2020

Celebrations: Child Nutrition Department is so grateful to be back to work. We are happy to see and serve our students.

Information: Both Stafford and High School kitchens are taking extreme precautions while preparing and serving our students.

Each kitchen is disinfecting prep areas before and after each workday.

Curbside Meals are offered at the High School from 11:00 – 11:30 am on school days for all enrolled students.

ECSSA

Ellis County Shared Service Arrangement



Italy ISD Board Report – August 24, 2020

Stafford

3 Classes – PPCD, FLS and SET

In PPCD we have 3 students in class and 3 virtual

In FLS we have 4 students in class and 3 virtual

In the SET class we have 3 students

Italy High School

2 classes – CBI and SET

CBI has 7 students in class and one virtual (he is in the 18+ program)

SET has 2 students in class and one virtual

DAEP

2 students

Finishline

5 Students

Enrollment:

Italy: 83

Avalon: 54

Milford: 32

Building:

We are moved into our building. Still placing things on walls and waiting on a few installs but we are settling in and serving kids.



Italy Independent School District

Department Board Report

Meeting Date 8-27-2020

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Department: Teaching and Learning

Name of Director or Presenter: Dr. Sabrina M. Mathis

Item Name: Teaching & Learning Updates

Item Summary:

Wednesday and Thursday 7/29/2020-7/30/2020

Region X School Improvement Training

Content Received 7/29/2020 : 2020/2021 TEA School Improvement Updates Regarding:

- Accountability and School Improvement updates for 2020/2021
- ESF Framework and Success Criteria Updates
- Review of 2020/2021 Intervention Calendar
- Targeted Improvement Plan Development and Progress Monitoring

Content Received 7/30/2020 : Deep Dive into ESF Framework, Practices, and Diagnostic

- TEA Theory of Action for Effective Schools Framework
- ESF deep dive into ESF Levers, Essential Actions, Success Criteria, and Exemplar artifacts
- Initial training over ESF best practices involving curriculum, lesson planning, data analysis, and leadership.

Monday, 8/3/2020

Edgenuity PD planning

- Vendor discussion of district needs, product resources, and PD plan based on resources versus need for staff/student training
 - Secondary Universal Screener
 - Credit Recovery
 - Assessment Support (ACT, SAT, STAAR, TSI etc.)
 - Courseware

Tuesday, 8/4/2020

Director of Teaching & Learning/Director of Technology

- Instructional/District technology supported resources discussion
 - District needs for technology

- Student
 - Staff
 - Instructional needs for technology
 - Student (login information, textbooks, curriculum supports)
 - Staff (equipment, training, login information, SSO possibility)
- Go to person for different technology needs discussion
- Update on district website features to support curriculum needs

Legends of Learning PD planning

- Vendor discussion of district needs, product resources, and PD plan based on resources versus need for staff/student training

Wednesday, 8/5/2020

- Webex for Apple & Italy ISD (CTE Visual Arts)
- Italy and Edmentum Connect

Thursday, 8/6/2020

- RTI process training

ESF TIP planning meeting

- Data/RTI Administrator training

Friday, 8/7/2020

- PD Stemscores

Monday, 8/10/2020 & Tuesday, 8/11/2020

- New Teacher Orientation
 - NTO-New teacher curriculum resource training

Wednesday, 8/12/2020

- Legends of Learning Math & Science PD

Thursday, 8/13/2020

- Stemscores Math training K-5

Friday, 8/14/2020

- AP Coordinator training
- TASBO training

Projects completed:

- Created District Assessment calendars for both campuses (sent to campus principals for staff delivery)
- Created and trained Campus principals and counselors on Italy ISD plans for RtI (Academic, Behavior, and Language) process included RtI Framework, RtI Flowchart, MTSS flip chart-Campus counselors and administrators will share will staff.
- Finalized district curriculum resources for Elementary all content areas.
- Region X Curriculum Directors meetings

Projects in Process:

- CTE handbook finalization
- GT handbook finalization
- Verification of student numbers for acquisition of additional curriculum resources (secondary ELAR consumables, Pre-K frog street, Elementary screeners, CTE OSHA and Food Service Manager coursework)
- TIP creation and board presentation update

Minutes of Regular Meeting

The Board of Trustees Italy Independent School District

A Regular Meeting of the Board of Trustees of Italy Independent School District was held Monday, July 20, 2020, beginning at 5:30 PM in the Cafetorium, 300 College Street, Italy, Texas

All Members present: Allen Richards, President; Cortney Janek, Vice-President; Dennis Perkins, Secretary; Ashton Russ, Shawn Holden, Kyle Holley. and Tessa South.

1. Call to Order- ***Allen Richards, President; called the meeting to order at 5:30 p.m., announced the presence of a quorum, and stated that the meeting had been duly called and posted in the time and manner required by Texas Government Code Section 551.***
The board entered into closed session in accordance with the Texas Open Meetings Act at 5:31 p.m
2. Adjourn to Closed Session
 - A. Adjourn to Closed Session pursuant to Texas Government Code Section 551.074, Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee
3. Reconvene into Open Session ***at 6:56 p.m.***
4. Pledge of Allegiance/Invocation- ***President Richards led the pledges of allegiance to the United States and the Texas flags, and Secretary; Dennis Perkins led the opening prayer.***
5. Open Forum
6. Information Items
 - A. Director of Operation Report
7. Consent Agenda
 - A. Prior Month Meeting Minutes
 - B. Monthly Utility Report
 - C. Transportation Report
 - D. Check Payments
 - E. Monthly Investment and Cash Position Reports
 - F. Financial Statement
 - G. Tax Collections

Motion made to approve the Consent Agenda items A through G as presented by Kyle Holley. Motion seconded by Ashton Russ. Motion carried by unanimous "yay" vote.

8. Consider and take possible action regarding the hiring of Certified Personnel.
Motion made to approve hiring Certified Personnel as presented by Administration by Dennis Perkins. Motion seconded by Cortney Janek. Motion carried by unanimous “yay” vote.
9. Consider and take possible action regarding the hiring of the Stafford Elementary School Principal
No action to take at the time.
10. Consider and take possible action regarding a new SRO and Interlocal Agreement with the Italy Police Department
Motion made to approve the new SRO and the Interlocal Agreement with the Italy Police Department by Ashton Russ. Motion seconded by Dennis Perkins. Motion carried by unanimous “yay” vote.
11. Call the November 3, 2020 Board of Trustees Election
Motion made to approve calling the November 3, 2020 Board of Trustees Election by Dennis Perkins. Motion seconded by Cortney Janek. Motion carried by unanimous “yay” vote.
12. Consider and Take possible action regarding appointment of Representative for the 2020 Delegate Assembly to be held October 3, 2020 during the TASA/TASB Convention in Dallas.
Motion made to approve Dennis Perkins as the Italy ISD 2020 Delegate Assembly Representative by Shawn Holden. Motion seconded by Ashton. Motion carried by unanimous “yay” vote.
13. Consider and take possible action regarding TASB Board Candidate Endorsement
Motion made to endorse TASB Board Candidate Kevin Carbo as the Region 10 Candidate for Italy ISD by Dennis Perkins. Motion seconded by Kyle Holley. Motion carried by unanimous “yay” vote.
14. Superintendent Informational Items
 - A. Discuss the first day of school August 18
 - B. Increase in student lunch prices .10 Prices will go from \$2.65 to \$2.75 per State requirements.
 - C. Employee Handbook 2020-2021
 - D. Discuss August Board Meeting being moved to August 27, 2020
 - E. Inform the board of various additional items.
15. Adjourn-***There being no further business to discuss Shawn Holden made a motion to adjourn. Motion seconded by Ashton Russ. Meeting adjourned at 7:09 p.m.***

APPROVED:

Presiding

ATTEST:

Board Secretary

Minutes of Special Meeting

The Board of Trustees Italy Independent School District

A Special Meeting of the Board of Trustees of Italy Independent School District was held Monday, July 27, 2020, beginning at 5:30 PM in the Cafetorium, 300 College Street, Italy, Texas.

Members present: Allen Richards, President; Dennis Perkins, Secretary; Ashton Russ, Shawn Holden, and Kyle Holley. Absent Tessa South and Cortney Janek, Vice-President;

1. Call to Order-***Allen Richards, President; called the meeting to order at 5:30 p.m., announced the presence of a quorum, and stated that the meeting had been duly called and posted in the time and manner required by Texas Government Code Section 551. The board entered into closed session in accordance with the Texas Open Meetings Act at 5:31 p.m***
2. Adjourn to Closed Session
 - A. Adjourn to Closed Session pursuant to Texas Government Code Section 551.074, Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee
3. Reconvene into Open Session ***at 5:42 p.m.***
4. Consider and take possible action regarding the hiring of the Stafford Elementary School Principal
Motion made to approve the hiring of Stafford Elementary School Principal, Lance Bray by Kyle Holley. Motion seconded by Ashton Russ. Motion carried by unanimous "yay" vote.
5. Adjourn-***There being no further business to discuss Shawn Holden made a motion to adjourn. Motion seconded by Kyle Holley. Meeting adjourned at 5:48 p.m.***

APPROVED:

Presiding

ATTEST:

Board Secretary

2017-2018 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$308.15	\$435.94	\$616.42	\$1,122.81	\$4,515.45	\$3,459.61	\$1,027.00	\$1,570.84	\$485.87	\$398.59	\$262.87	\$258.18	\$14,461.73
WATER	\$2,915.35	\$3,051.42	\$2,878.11	\$2,821.69	\$2,382.67	\$2,547.56	\$2,677.01	\$2,762.60	\$2,769.21	\$2,424.28	\$2,038.45	\$3,110.70	\$32,379.05
ELECTRIC	\$13,087.58	\$10,704.08	\$8,855.56	\$8,590.19	\$9,748.36	\$9,433.73	\$11,490.45	\$10,589.99	\$10,464.75	\$8,004.64	\$8,008.64	\$12,162.98	\$121,140.95
TOTAL	\$16,311.08	\$14,191.44	\$12,350.09	\$12,534.69	\$16,646.48	\$15,440.90	\$15,194.46	\$14,923.43	\$13,719.83	\$10,827.51	\$10,309.96	\$15,531.86	\$167,981.73

2017-2018 Usage Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	Total
ATMOS GAS	115 ccf	293 ccf	559 ccf	1222 ccf	6622 ccf	4625 ccf	1153 ccf	2164 ccf	432 ccf	522 ccf	116 ccf	135 ccf	17958 ccf
WATER	223700 gal	156700 gal	131800 gal	128000 gal	76800 gal	102900 gal	126800 gal	122800 gal	119600 gal	85200 gal	40600 gal	160900 gal	1475800 gal
ELECTRIC	114199 KWH	72930 KWH	61556 KWH	76908 KWH	86421 KWH	72312 KWH	73227 KWH	79420 KWH	122857 KWH	87601 KWH	86501 KWH	124893 KWH	1058825 KWH

2018-2019 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$286.54	\$438.27	\$747.70	\$1,919.36	\$2,109.34	\$1,818.86	\$1,663.37	\$548.90	\$326.92	\$302.15	\$281.13	\$222.39	\$10,664.93
WATER	\$2,558.28	\$3,307.08	\$3,430.43	\$3,642.71	\$3,470.73	\$3,033.20	\$3,189.23	\$2,818.35	\$5,713.01	\$2,869.83	\$2,620.11	\$5,622.06	\$42,275.02
ELECTRIC	\$9,899.70	\$11,965.39	\$8,232.07	\$6,604.49	\$6,362.02	\$6,712.04	\$7,624.31	\$8,063.68	\$8,156.30	\$9,871.02	\$8,272.47	\$9,731.12	\$101,494.61
TOTAL	\$12,744.52	\$15,710.74	\$12,410.20	\$12,166.56	\$11,942.09	\$11,564.10	\$12,476.91	\$11,430.93	\$14,196.23	\$13,043.00	\$11,173.71	\$15,575.57	\$154,434.56

2018-2019 Usage Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	Total
ATMOS GAS	112 ccf	382 ccf	988 ccf	2952 ccf	3447 ccf	3127 ccf	3051 ccf	829 ccf	259 ccf	228 ccf	117 ccf	208 ccf	15,700 ccf
WATER	100400 gal	146400 gal	165900 gal	189,400 gal	170,200 gal	122,200 gal	147,000 gal	108,200 gal	419,000 gal	105,400 gal	76,600 gal	411,100 gal	1,972,589.4 gal
ELECTRIC	96254 KWH	103376 KWH	70501 KWH	70931 KWH	69493 KWH	67130 KWH	74495 KWH	80,770 KWH	78,153 KWH	87,895 KWH	95,975 KWH	80,383 KWH	975,356 KWH

2019-2020 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$293.25	\$483.03	\$1,274.08	\$1,501.84	\$1,926.68	\$1,855.80	\$1,094.65	\$708.91	\$319.05	\$213.89	\$279.95		\$9,951.13
WATER	\$4,044.31	\$3,290.32	\$3,157.38	\$3,161.47	\$4,579.55	\$3,191.45	\$6,535.33	\$2,144.65	\$2,094.75	\$2,130.62	\$2,085.61		\$36,415.44
ELECTRIC	\$16,192.27	\$15,584.99	\$11,985.61	\$9,907.28	\$8,004.61	\$7,969.87	\$8,161.15	\$6,395.70	\$5,447.74	\$7,094.19	\$7,542.10		\$104,285.51
TOTAL	\$20,529.83	\$19,358.34	\$16,417.07	\$14,570.59	\$14,510.84	\$13,017.12	\$15,791.13	\$9,249.26	\$7,861.54	\$9,438.70	\$9,907.66	\$0.00	\$150,652.08

2019-2020 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	Total
ATMOS GAS	128 ccf	486 ccf	2152 ccf	2386 ccf	3204 ccf	3572 ccf	2068 ccf	1125 ccf	181 ccf	939 ccf	136 ccf		
WATER	235000 gal	152400 gal	134800 gal	134200 gal	245000 gal	64000 gal	512800 gal	19700 gal	12900 gal	19100 gal	13200 gal		
ELECTRIC	159752 KWH	163835 KWH	150119 KWH	86490 KWH	77260 KWH	79698 KWH	81155 KWH	56409 KWH	54006 KWH	54006 KWH	79541 KWH		



**Italy ISD Transportation Operations Report: FY 19-20
July 2020**

Vehicle Make & Model	Year	Seating Capacity	Mileage Start	Mileage End	Total Mileage	Total Fuel Gallons	Fuel Price per Gallon	Total Fuel Expenses	Vehicle Maintenance Description	Total Maintenance Expenses	Total Month Expenses	Average Cost Per Mile
Ford Excursion # 1	2004	9	172725	172725	0		1.64	\$ -			\$ -	\$ -
Chevrolet Impala # 2	2009	5	121108	121108	0		1.64	\$ -			\$ -	\$ -
Ford F250 # 3	2008	6	114726	114726	0		1.64	\$ -			\$ -	\$ 0.310
Chevrolet Impala # 4	2013	5	69071	69071	0		1.64	\$ -			\$ -	\$ -
Chevrolet Suburban # 5	2013	9	84713	84713	0		1.64	\$ -			\$ -	\$ -
Dodge 2500 #6	2018	6	35498	36080	582	121.5	1.57	\$ 190.76			\$ 190.76	\$ 0.010
Chevrolet Suburban # 7	2014	9	73964	74022	58		1.64	\$ -			\$ -	\$ 0.040
Nissan Van #8	2019	12	9662	9730	68		1.64	\$ -			\$ -	\$ -
Nissan Van #9	2020	12	2215	2285	70		1.64	\$ -			\$ -	\$ -
Total Misc. Gasoline						58.5	1.64	\$ 95.94			\$ 95.94	
Totals					778	180		\$ 286.70		\$ -	\$ 286.70	\$ 0.360

Vehicle Make & Model	Year	Seating Capacity	Mileage Start	Mileage End	Total Mileage	Total Fuel Gallons	Diesel Price per Gallon	Total Fuel Expenses	Vehicle Maintenance Description	Total Maintenance Expenses	Total Month Expenses	Average Cost Per Mile
Bus 14			43840	43840	0		1.57	\$ -			\$ -	\$ -
Bus 16			111545	111545	0		1.57	\$ -			\$ -	\$ -
International / Blue Bird - Bus 19 (Rt. 31)	2001	71	91040	91040	0		1.57	\$ -			\$ -	\$ -
Blue Bird - Bus 20 (Rt. 30)	2005	77	93032	93032	0		1.57	\$ -			\$ -	\$ -
Blue Bird -Bus 21 (Rt. 29)	2010	72	73669	73669	0		1.57	\$ -			\$ -	\$ -
Blue Bird - Bus 22	2013	72	44797	44797	0		1.57	\$ -			\$ -	\$ -
Blue Bird - Bus 23	2014	72	40863	40863	0		1.57	\$ -			\$ -	\$ -
Blue Bird - Bus 24	2015	72	41367	41367	0		1.57	\$ -			\$ -	\$ -
Total Misc. Diesel						18	1.57	\$ 28.26			\$ 28.26	
Totals					0	18		\$ 28.26		\$ -	\$ 28.26	\$ -

Total Combined					778	198		\$ 314.96		\$ -	\$ 314.96	\$ 0.40
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**Italy ISD Transportation Operations Report: FY 19-20
July 2020**

Vehicle Make & Model	Year	Mileage Start	Mileage End	Total Mileage	MPG	Total Fuel Gallons	Fuel Price per Gallon	Total Fuel Expenses	Vehicle Maintenance Description	Total Maintenance Expenses	Total Month Expenses	Average Cost Per Mile
Chevrolet 1500	1996	63528	63528	0		0	1.64	\$ -			\$ -	
Ford F-150	2001	64649	64753	104		22.8	1.64	\$ 37.39			\$ 37.39	\$ 0.360
Ford Ranger	1999	186925	186949	24		0	1.64	\$ -			\$ -	\$ -
Ford F-150	2012	107832	108101	269		38.1	1.64	\$ 62.48			\$ 62.48	\$ 0.232
Total Misc. Fuel												
Totals				397		60.9		\$ 99.88		\$ -	\$ 99.88	\$ 0.592

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010390	07-15-2020	VISA	203502	5890	865-00-2190.00-808-000000	TRACK OVER SPEED PACER	224.90	N
039599	07-09-2020	APPLE INC. c/o Apple Fin	203409	0347134	263-11-6399.00-101-025000	IPADS-TECHNOLOGY	3,239.00	N
039600	07-09-2020	AUTOMATED FINANCIAL	203405	9587	199-41-6399.00-701-099000	CASHMASTER PRO PLUS \$ CTR	1,800.00	N
039601	07-09-2020	BSN SPORTS, LLC	203169	909321669	199-36-6399.38-001-091000	VOLLEYBALL UNIFORMS	1,326.40	N
			203376	909265659	199-41-6299.00-702-099000	REPLACEMENT BOARD SHIRT	59.00	N
						Totals for Check 039601	1,385.40	
039602	07-09-2020	CDW GOVERNMENT INC	203358	ZBP2864	199-53-6639.10-999-099000	TECHNOLOGY DISPLAYS	8,750.00	N
039603	07-09-2020	CITY BIKE & MOWER	203477	157386	199-51-6319.00-999-099000	WHEEL BEARINGS FOR MOWER	75.80	N
039604	07-09-2020	FINDAWAY WORLD LLC	203324	320081	199-11-6399.00-101-025000	ESL BOOKS	2,295.68	N
039605	07-09-2020	HEARTLAND PAYMENT	203418	490079	240-35-6249.00-999-099000	End of the Year Process	450.00	N
039606	07-09-2020	HOME DEPOT-WAXAHA	203272	2411771	199-11-6399.74-001-022000	AG LUMBER FOR TRAILER	37.12	N
039607	07-09-2020	ITALY AUTO SUPPLY	203423	X4650	199-34-6319.00-999-099000	JUNE SUPPLIES	262.11	N
039608	07-09-2020	WILLIAM V MACGILL & C	203299	IN0720832	199-41-6399.00-750-099000	SUMMER SCHOOL SUPPLIES	181.44	N
			203299	IN0720832	199-41-6399.00-750-0990CV	SUMMER SCHOOL SUPPLIES	43.75	N
						Totals for Check 039608	225.19	
039609	07-09-2020	OK LUMBER	203338	82623	429-52-6399.27-001-099000	FENCE SUPPLIES-SAFETY GRAN	1,344.03	N
			203337	83783	429-52-6399.27-001-099000	FENCE SUPPLIES-SAFETY GRAN	2,932.15	N
			203338	82623	429-52-6399.27-101-099000	FENCE SUPPLIES-SAFETY GRAN	1,344.02	N
			203337	83783	429-52-6399.27-101-099000	FENCE SUPPLIES-SAFETY GRAN	2,932.15	N
						Totals for Check 039609	8,552.35	
039610	07-09-2020	OK LUMBER	203424	see attached	199-51-6319.00-999-099SPJ	JUNE SUPPLIES	1,426.57	N
039611	07-09-2020	SCHOLASTIC CLASSRO	203425	M69549624	199-12-6326.00-101-099000	CURRICULUM MAGS FOR ELEM	770.77	N
039612	07-09-2020	School Specialty	203355	308103543544	199-11-6399.EC-101-032000	EARLY CHILDHOOD SUPPLIES	3,519.42	N
039613	07-09-2020	School Specialty	203340	208125267991	199-11-6399.00-101-011000	ART SUPPLIES	348.84	N
039614	07-09-2020	TASBO	203476	339780	199-53-6499.00-999-099000	TASBO COURSE REGISTRATION	175.00	N
039615	07-09-2020	TASBO	203332	338831	199-13-6499.00-999-099000	ONLINE TRAINING COURSES	350.00	N
039616	07-14-2020	SYNCHRONY BANK/AMA	200277	781700178402	199-11-6394.10-999-011000	TECHNOLOGY SUPPLIES REF#20	1,974.89	N
			200278	781700178402	199-11-6394.10-999-011000	TECHNOLOGY SUPPLIES REF#20	378.89	N
						Totals for Check 039616	2,353.78	
039617	07-14-2020	AT & T	203527	97248374117413	199-51-6259.02-999-099000	MONTHLY TELE BILL	1,314.76	N
039618	07-14-2020	ATMOS ENERGY	203516	16 50 67 74 32	199-51-6259.04-999-099000	JUNE GAS BILL	213.89	N
039619	07-14-2020	CITY OF ITALY	203510	11 & 12	199-52-6299.00-999-099000	JUNE/JULY SCHOOL RESOURCE	6,933.34	N
039620	07-14-2020	CITY OF ITALY	203514	203514PO	199-51-6259.01-999-099000	JUNE WATER BILL	2,130.62	N
039621	07-14-2020	CONSTELLATION NEWE	203515	764084053602	199-51-6259.03-999-099000	JUNE ELECTRIC BILL	7,094.19	N
039622	07-14-2020	EDUCATION SERVICE C	203525	166595	313-33-6239.00-751-023000	OT SERVICES FOR MAY	1,035.00	N
039623	07-14-2020	EDUCATION SERVICE C	203529	166209	199-11-6499.00-001-011000	SR YARD SIGNS/PRINTING	247.00	N

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
039624	07-14-2020	ELLIS CENTRAL APPRAI	203507	2020-07-03	199-99-6213.00-999-099000	3RD QTR EAD PYMNT	3,822.30	N
039625	07-14-2020	EUBANK FLORISTS AND	203505	203505PO	199-41-6499.00-701-099000	FLOWERS BRD MBRS FAMILY PA	167.50	N
039626	07-14-2020	FINDAWAY WORLD LLC	200280	323438	199-11-6399.00-101-025000	BOOKS ELEM REF#203324	232.72	N
039627	07-14-2020	JPH MECHANICAL	203517	12636	199-51-6299.00-999-099000	OLD HS ICE MACHINE REPAIR	155.00	N
039628	07-14-2020	LD PRODUCTS, INC.	200279	SIP011299385	199-41-6399.00-750-099000	BAGGIES/NAPKINS REF#203314	29.93	N
039629	07-14-2020	PURCHASE POWER	203509	900002649238	199-11-6399.00-001-011000	REFILL POSTAGE MACHINE FUN	175.00	N
			203509	900002649238	199-11-6399.00-101-011000	REFILL POSTAGE MACHINE FUN	175.00	N
			203509	900002649238	437-11-6399.81-751-023000	REFILL POSTAGE MACHINE FUN	175.00	N
			200281	900002649238	437-11-6399.81-751-023000	refill postage	.99	N
						Totals for Check 039629	525.99	
039630	07-14-2020	TASB RISK MGMT FUND	200276	55887	437-00-1411.00-000-000000	WORKERS COMPENSATION COV	3,120.75	N
039631	07-14-2020	VISA	203530	#5890	199-11-6399.00-001-025000	HOT SPOTS/CROWN WIRELESS	450.00	N
			203484	###5890	199-11-6399.00-001-025000	HOT SPOTS/CROWN WIRELESS	465.00	N
						Totals for Check 039631	915.00	
039632	07-14-2020	WOODWIND & BRASSWI	202378	arin5276 9385	199-11-6395.15-101-011000	9 PIECE ORFF INSTRUMENT SET	532.95	N
039633	07-14-2020	XEROX CORPORATION	203512	010576207	199-11-6269.00-001-011000	COPIER RENTAL FEES	118.07	N
039634	07-15-2020	VISA	203494	5890	199-36-6499.00-001-091000	COACHES CLINIC & MEMBERHSI	272.50	N
039635	07-21-2020	ACE DATA RECOVERY	203495	47080	199-11-6499.10-999-011000	HARD DRIVE REPAIRS	1,908.00	N
039636	07-21-2020	AT&T	203538	8310007154315	199-53-6298.10-999-099000	INTERNET BANDWITH	1,618.92	N
039637	07-21-2020	CEN-TEX FIRE & SECURI	203531	40529057	199-52-6299.00-999-099000	HS/ELEM FIRE ALARM MONITORI	1,100.00	N
039638	07-21-2020	CORSICANA ISD	203541	203541po	199-36-6499.40-001-091000	GIRLS 2A BSKTBLL PLAYOFF FEE	342.00	N
039639	07-21-2020	NORTH TEXAS TOLLWA	203534	803985155	199-34-6499.00-999-099000	TOLL FEES JUNE 2020	41.40	N
039640	07-21-2020	ROGERS, ROBERT BRIA	203504	203504po	199-11-6399.74-001-022000	BULK BAGS OF SHAVINGS/BARN	500.00	N
039641	07-21-2020	School Specialty	203340	208125445922	199-11-6399.00-101-011000	ART SUPPLIES	58.22	N
039642	07-21-2020	TRACTOR SUPPLY CO	203493	203493po	199-11-6399.74-001-022000	AG- BARN/SHOP SUPPLIES	1,035.95	N
039643	07-21-2020	UNIVERSAL CHEERLEA	203503	reg0010656724	199-36-6411.92-001-091000	VARSITY CHEER CAMP	118.00	N
			203503	reg0010656724	199-36-6412.92-001-091000	VARSITY CHEER CAMP	3,012.00	N
						Totals for Check 039643	3,130.00	
039644	07-21-2020	XEROX CORPORATION	203537	0322 0323	199-11-6269.00-001-011000	COPIER RENTAL PYMNTS	602.05	N
			203537	0324	199-11-6269.00-101-011000	COPIER RENTAL PYMNTS	308.93	N
						Totals for Check 039644	910.98	
039645	07-30-2020	BLICK ART MATERIALS L	203497	4142781	199-11-6399.00-001-022000	INSTRUCTIONAL MATERIALS	48.11	N
			203497	4142781	199-11-6399.00-001-022000	INSTRUCTIONAL MATERIALS	48.11	N
						Totals for Check 039645	96.22	
039646	07-30-2020	BORDEN DAIRY	203554	3237509	242-35-6399.00-001-099000	MILK SUMMER FEEDING	270.81	N
039647	07-30-2020	CEN-TEX FIRE & SECURI	203526	40522113	199-51-6319.00-999-099SPJ	FIRE ALARM/ EXTIN INSPECTION	3,315.00	N
				40522113	199-51-6319.00-999-099SPJ	double billed	-1,240.00	N
						Totals for Check 039647	2,075.00	

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
039648	07-30-2020	HARRIS SCHOOL SOLUT	203552	MN0002320	199-41-6249.00-701-099000	MONTHLY SCAN, MAINT	830.00	N
039649	07-30-2020	ITASCA ISD	203553	203553PO	199-36-6499.00-001-091000	19-20 JH/HS CROSS CTRY OAP	507.52	N
039650	07-30-2020	KELLOGG & SOVEREIGN	203564	ital2020c	199-53-6299.10-999-099000	E RATE SERVICES	3,045.93	N
039651	07-30-2020	School Specialty	203355	25464173	199-11-6399.EC-101-032000	EARLY CHILDHOOD SUPPLIES	238.50	N
039652	07-30-2020	SEON DESIGN	203395	146588	199-53-6219.10-999-099000	TECH CAMERAS ON BUSES	11,389.00	N
039653	07-30-2020	SULLIVAN SUPPLY SOU	203557	203557PO	199-11-6399.74-001-022000	AG- BARN SUPPLIES	305.00	N
039654	07-30-2020	TASSP	203551	56416	199-23-6495.00-001-099000	MEMBERSHIP RENEWAL	255.00	N
039655	07-30-2020	THE BIG GAME	203117	66610	199-36-6399.30-001-091000	(12) FOOTBALLS & OTHER	1,016.86	N
039656	07-30-2020	THSCA	203565	203565po	199-36-6499.00-001-091000	COACHES MBRSHF FEES 12PPL	1,164.00	N
039657	07-30-2020	UNITED AG & TURF	203542	ITALY ISD	199-51-6319.00-999-0990CV	JD BUSHHOG PARTS	1,216.13	N
070620	07-06-2020	AT&T MOBILITY	200282	287281337844-	199-53-6297.10-999-099000	MOBILE PHONES/HOTSPOTS	796.11	N
E00161	07-09-2020	PERMA-BOUND BOOKS	203501	1845385-02	199-12-6325.00-001-099000	INV #1845385-02	17.22	Y
			202929	1856405-01	199-12-6325.00-101-030000	ELEMENTARY LIBRARY BOOKS	787.60	Y
						Totals for Check E00161	804.82	
E00162	07-09-2020	VARNER ALON	203408	42477 001700	199-34-6319.00-999-099000	JUNE SUPPLIES	81.95	Y
E00163	07-14-2020	CLARION MUSIC	203528	italy isd	199-11-6249.15-101-011000	BAND INSTRUMENT REPAIRS	1,248.75	Y
E00164	07-14-2020	DOCUMENT SOLUTIONS	203513	AR23697	199-11-6269.00-001-011000	BW,CLR CPY OVERAGES june/july	197.51	Y
			203513	AR23697	199-11-6269.00-101-011000	BW,CLR CPY OVERAGES june/july	61.98	Y
			203513	AR23697	199-53-6269.00-999-099000	BW,CLR CPY OVERAGES june/july	135.93	Y
						Totals for Check E00164	395.42	
E00165	07-14-2020	FRONTLINE EDUCATION	203524	14079 ACCT#	199-11-6499.10-999-011000	APPLICANT TRACKING/IMPLEME	4,820.54	Y
E00166	07-14-2020	RIDDLE, KRISTIN	203506	206506PO	199-41-6499.00-701-099000	REIMB GOOGLE CERTIFICATION	10.00	Y
E00167	07-14-2020	WALSH,GALLEGOS TRE	203511	12990	199-41-6211.00-701-099000	LAW GEN FEES/ANNUAL RETAIN	5,071.00	Y
E00168	07-14-2020	WELDERS WAREHOUSE	203508	ITALY	199-11-6269.74-001-022000	WELDING CYLINDER RENTAL	295.47	Y
E00169	07-21-2020	AVENUE FUEL DISTRIBU	203532	71757	199-34-6311.00-999-099000	FUEL FOR JULY 2020	2,046.10	Y
E00170	07-21-2020	DESOTO JANITORIAL SU	203499	198473 198666	199-51-6319.00-999-099000	PARTS & SANITIZER	358.82	Y
E00171	07-21-2020	ESCAMILLA, GARY	203535	203535po	199-51-6411.00-999-099000	REIMB MEALS BUS DRIVING CLA	32.89	Y
E00172	07-21-2020	MCDANIEL, ELIZABETH	203540	203540po	437-11-6399.81-751-023000	ECSSA OFFICE ITEMS	400.00	Y
E00173	07-30-2020	MCDANIEL, ELIZABETH	203563	203563po	437-11-6399.81-751-023000	OFFICE SUPPLIES	600.00	Y
E00174	07-30-2020	RICE, BARRY	203560	54965	199-11-6499.74-001-022000	REIMB VOC AG CONF FEE	300.00	Y
E00175	07-30-2020	WHITE, JOHNNY	203556	54975	199-11-6499.74-001-022000	REIMB VOC AG CONF FEE	300.00	Y

Total Checks 115,720.75

End of Report

**MONTHLY CASH & INVESTMENTS REPORT
JULY 2020**

CASH	ACCOUNT	AMOUNT	INTEREST
CITIZENS NATIONAL BANK	GENERAL OPERATING	\$ 105,324.40	0.35%
CITIZENS NATIONAL BANK	INTEREST & SINKING	\$ 8,641.59	0.20%
CITIZENS NATIONAL BANK	ACTIVITY FUNDS	\$ 122,381.44	0.35%
CITIZENS NATIONAL BANK	PAYROLL	\$ 67,598.35	0.00%
<u>TOTAL CASH BALANCES</u>		<u>\$ 303,945.78</u>	

INVESTMENTS	ACCOUNT	AMOUNT	INTEREST
LOGIC INVESTMENTS			
DEBT SERVICE FUND	CAPITAL PROJECTS	\$ 4,050.06	.420%
GENERAL OPERATING	GENERAL OPERATING	\$ 2,669,738.28	.420%
<u>TOTAL LOGIC</u>		<u>\$ 2,673,788.34</u>	

CITIZENS NATIONAL BANK			
MONEY MARKET	GENERAL OPERATING	\$ 52,243.93	0.50%
<u>TOTAL CNB</u>		<u>\$ 52,243.93</u>	

TEXPOOL INVESTMENTS			
GOVERNMENT POOL	GENERAL OPERATING	\$ 411,279.36	.208%
GOVERNMENT POOL	INTEREST & SINKING	\$ 726,092.39	.208%
<u>TOTAL TEXPOOL</u>		<u>\$1,137,371.75</u>	

TOTAL CASH & INVESTMENTS **\$4,167,349.80**

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
199 / 0 GENERAL FUND	7,814,827.00	-518,422.69	-8,120,402.69	-305,575.69	103.91%
205 / 0 HEADSTART	26,927.00	.00	-11,675.44	15,251.56	43.36%
211 / 0 TITLE I PT A-IMPRVG BASIC PRGS	178,154.00	.00	-81,484.19	96,669.81	45.74%
240 / 0 NATL SCH BRKFST & LUNCH PRG	329,215.00	.00	-255,330.70	73,884.30	77.56%
242 / 0 SUMMER FEEDING PROGRAM	.00	-4,771.61	-9,843.48	-9,843.48	.00%
244 / 0 CARL PERKINS	.00	.00	.00	.00	.00%
255 / 0 TITLE II PT A - TPTR	10,030.00	.00	-7,452.29	2,577.71	74.30%
263 / 0 TITLE III ELL - LEP	4,037.25	.00	-137.52	3,899.73	3.41%
270 / 0 REAP GRANT	36,414.00	.00	.00	36,414.00	.00%
289 / 0 TITLE IV PT A - SSAEP	9,250.00	.00	-20,744.58	-11,494.58	224.27%
313 / 0 IDEA B FORMULA	293,853.00	.00	-245,310.50	48,542.50	83.48%
314 / 0 IDEA B PRE-SCHOOL	11,722.00	.00	-9,565.09	2,156.91	81.60%
410 / 0 INSTRUCTIONAL MATERIALS ALLOTM	.00	-7,810.91	-105,076.81	-105,076.81	.00%
429 / 0 OTHER STATE GRANTS	25,000.00	.00	-11,659.53	13,340.47	46.64%
437 / 0 ECSSA SPECIAL ED LOCAL	1,062,073.00	.00	-1,070,782.47	-8,709.47	100.82%
458 / 0 SPECIAL EDUCATION GRANT	.00	.00	-35,000.00	-35,000.00	.00%
459 / 0 ECSSA DAEP	126,640.00	.00	-118,525.58	8,114.42	93.59%
461 / 0 CAMPUS ACTIVITY FUNDS	.00	.00	-1,415.19	-1,415.19	.00%
599 / 0 DEBT SERVICE FUNDS	692,475.00	-3,922.63	-797,816.11	-105,341.11	115.21%
699 / 0 CAPITAL PROJECT FUND	.00	.00	-679.65	-679.65	.00%
749 / 0 COFFEE SHOP	.00	.00	-510.73	-510.73	.00%
Total 5000 Revenues	10,620,617.25	-534,927.84	-10,903,412.55	-282,795.30	102.66%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	10,620,617.25	-534,927.84	-10,903,412.55	-282,795.30	102.66%

Italy ISD

As of July

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 0 GENERAL FUND	-7,835,989.00	372,952.64	6,605,919.90	351,596.40	-857,116.46	84.30%
205 / 0 HEADSTART	-26,927.00	.00	30,740.15	.00	3,813.15	114.16%
211 / 0 TITLE I PT A-IMPRVG BASIC PRGS	-180,484.19	8,956.74	174,874.19	5,851.60	3,346.74	96.89%
240 / 0 NATL SCH BRKFST & LUNCH PRG	-329,215.00	65.83	302,182.20	14,842.21	-26,966.97	91.79%
242 / 0 SUMMER FEEDING PROGRAM	.00	.00	5,260.43	989.29	5,260.43	.00%
244 / 0 CARL PERKINS	.00	.00	.00	.00	.00	.00%
255 / 0 TITLE II PT A - TPTR	-10,030.00	175.00	9,452.29	.00	-402.71	94.24%
263 / 0 TITLE III ELL - LEP	-4,037.25	.00	3,376.52	3,239.00	-660.73	83.63%
266 / 0 ESSER GRANT (COVID RELATED)	.00	64,995.00	.00	.00	64,995.00	.00%
270 / 0 REAP GRANT	-36,414.00	.00	37,028.60	.00	614.60	101.69%
289 / 0 TITLE IV PT A - SSAEP	-9,250.00	.00	8,760.00	.00	-490.00	94.70%
313 / 0 IDEA B FORMULA	-279,147.00	.00	255,353.04	15,633.26	-23,793.96	91.48%
314 / 0 IDEA B PRE-SCHOOL	-11,722.00	.00	13,900.29	2,052.10	2,178.29	118.58%
410 / 0 INSTRUCTIONAL MATERIALS ALLOTM	.00	73,212.47	35,624.34	.00	108,836.81	.00%
429 / 0 OTHER STATE GRANTS	-25,000.00	2,066.84	20,205.10	8,552.35	-2,728.06	80.82%
437 / 0 ECSSA SPECIAL ED LOCAL	-1,040,911.00	6,079.26	767,002.98	31,352.50	-267,828.76	73.69%
459 / 0 ECSSA DAEP	-126,640.00	.00	92,592.18	4,426.48	-34,047.82	73.11%
461 / 0 CAMPUS ACTIVITY FUNDS	.00	315.20	643.09	.00	958.29	.00%
599 / 0 DEBT SERVICE FUNDS	-692,475.00	.00	330,937.50	.00	-361,537.50	47.79%
699 / 0 CAPITAL PROJECT FUND	.00	.00	.00	.00	.00	.00%
749 / 0 COFFEE SHOP	.00	.00	327.84	.00	327.84	.00%
753 / 0 WORKERS COMPENSATION FUND	.00	.00	2,894.55	2,290.55	2,894.55	.00%
Total 6000 Expenditures	-10,608,241.44	528,818.98	8,697,075.19	440,825.74	-1,382,347.27	81.98%
Total 8000 Expenditures	.00	.00	.00	.00	.00	.00%
Total Expenditures	-10,608,241.44	528,818.98	8,697,075.19	440,825.74	-1,382,347.27	81.98%

End of Report

**ITALY ISD BUDGET FY-2019-2020
TAX COLLECTIONS AS OF JULY 2020
(M&O= 1.068350) & (I&S= .343966) TOTAL TAX RATE = 1.412316**

MAINTENANCE AND OPERATIONS

	BUDGET ACCOUNT CODE	2019-2020 BUDGETED LEVY	ACTUAL M&O MONTHLY COLLECTIONS	ACTUAL M&O YEAR TO DATE COLLECTIONS	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	5711	\$ 1,528,262.00	\$ 10,166.27	\$ 1,560,035.54	\$ (31,773.54)	102%
PRIOR YEAR TAXES	5712	\$ 25,000.00	\$ 434.74	\$ 24,287.77	\$ 712.23	97%
PENALTY AND INTEREST	5719	\$ 20,000.00	\$ 1,704.72	\$ 20,446.56	\$ (446.56)	102%
GRAND TOTAL		\$ 1,573,262.00	\$ 12,305.73	\$ 1,604,769.87	\$ (31,507.87)	102%

INTEREST & SINKING

	BUDGET ACCOUNT CODE	2019-2020 BUDGETED LEVY	ACTUAL I&S MONTHLY COLLECTIONS	ACTUAL I&S YEAR TO DATE COLLECTIONS	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	5711	\$ 466,834.00	\$ 3,273.08	\$ 502,142.75	\$ (35,308.75)	108%
PRIOR YEAR TAXES	5712	\$ 4,000.00	\$ 115.86	\$ 6,930.44	\$ (2,930.44)	173%
PENALTY AND INTEREST	5719	\$ 5,000.00	\$ 533.69	\$ 6,265.89	\$ (1,265.89)	125%
GRAND TOTAL		\$ 475,834.00	\$ 3,922.63	\$ 515,339.08	\$ (39,505.08)	108%



June 26, 2020

~~Dr. Michelle Schwind~~
Italy ISD
300 South College Street
Italy, TX 76651

Don Clingenpeel

Dear Dr. Schwind,

Navarro College is committed to providing superior student services and high-quality instruction delivered by qualified faculty and supported by the latest instructional technology. As part of this commitment, Navarro College is pleased to provide the Revised Articulation Agreement for Academic and Career and Technical Dual Credit instruction. The revised agreement more clearly defines the statewide goals, roles and responsibilities of the student, the instructor, and personnel from the ISDs and Navarro College.

As dual credit opportunities expand, faculty and staff from the ISD and Navarro College must work together to ensure that college-level academic rigor is maintained in all dual credit courses. Students must know and accept the responsibilities associated with college-level instruction and must have a clear understanding and firm commitment to all course requirements. The revised agreement, which meets all related Texas Administrative Code and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements, is beneficial to all parties. Navarro College is committed to working with each ISD to meet individual needs. Staff members on each of the four Navarro College campuses are available to work one-on-one with ISD staff to provide information and registration of dual credit students.

Please review the attached revised Articulation Agreement and advise if you have questions or comments. If acceptable, please sign, date and return the attached agreement to:

Jeanette Underwood
Dean of Dual Credit
Waxahachie Campus
1900 John Arden Dr.
Waxahachie, TX 75165

This revised agreement replaces previous editions.

Thank you in advance for your kind assistance in this matter.

Sincerely,

Carol Hanes, Ed. D.
Vice President for Academic Affairs

Part I: General Information

Navarro College is pleased to propose a joint partnership effort with Italy ISD for the 2020-2021 academic year, hereafter referred to as “the I.S.D.,” to provide high school students an opportunity to take selected college-level academic and/or career and technical courses for both high school credit and college credit. Students must meet requirements established by the Texas Higher Education Coordinating Board (THECB) and the Texas Education Association as outlined in the Texas Administrative Code Rule 4.85:

Alignment of Navarro College Dual Credit Program Goals to the Texas Higher Education Coordinating Board Dual Credit Statewide Goals:

THECB Statewide Dual Credit Goals	Navarro College Dual Credit Program Goals
<p>Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit including enrollment and fee policies.</p> <ul style="list-style-type: none"> ▪ Measures of Implementation and examples of items to include in documentation: Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits, and cost; ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies, hosting dual credit 101 sessions for high school counselors, collaboration between ISDs and IHE partner(s) on a marketing campaign, documentation summarizing collaboration and outreach efforts of IHEs; and secondary school partners will be readily available and posted. 	<p>Goal 1: Provide high school students the opportunities to a smooth transition from high school into college. Continue to increase communication to all parties with our dual credit population.</p> <ul style="list-style-type: none"> ▪ Measurements of Implementation: ▪ Constant collaboration with ISD partners. ▪ Routine meetings with counselors and administrators. ▪ Dual Credit Staff presents to students and parents several times throughout the year to share program information; such as; enrollment, college expectations, benefits, costs and student services. ▪ Dual Credit webpage is updated routinely for current information. We routinely share updates and marketing materials with our partners to then share information to students and parents through handouts, email, text, and social media. ▪ Dual Credit department maintains records of all dual credit events and tracks enrollment to best communicate with all students.
<p>Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.</p> <ul style="list-style-type: none"> ▪ Metric: Examples of items included in analysis: Student enrollment in postsecondary after high school; time to degree completion; semester credit hours to degree; analysis of measures in enrollment in and persistence through, 	<p>Goal 2: Continue to create and implement guided pathways for dual credit students that align with high school pathways and graduation requirements.</p> <ul style="list-style-type: none"> ▪ Metric: ▪ Student enrollment in postsecondary after high school is tracked through THECB and internal data. ▪ Time to degree completion and semester credit

<p>postsecondary education disaggregated by student sub-population.</p>	<p>hours to degree is tracked through internal data.</p> <ul style="list-style-type: none"> ▪ Analysis of measures in enrollment in persistence through postsecondary education, disaggregated by student subpopulation is tracked through internal data. ▪ Dual credit office performs transcript audits to determine hours to degree completion, student success, and graduation opportunities. ▪ The Dual Credit Department performs student academic advising with dual credit high school students per THECB rules.
<p>Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.</p> <ul style="list-style-type: none"> ▪ Metric: ▪ Examples of items included in analysis: Student enrollment in postsecondary after high school ▪ Time to degree completion; decrease in excess number of semester hours beyond required hours to degree completion; analysis of measures in enrollment and degree completion disaggregated by student sub-population. 	<p>Goal 3: Continue to increase academic and transition advising to our dual credit population.</p> <ul style="list-style-type: none"> ○ Metric: <ul style="list-style-type: none"> ▪ Student enrollment in postsecondary after high school is tracked through THECB and internal data. ▪ The Dual Credit Department performs transcript audits to determine time to degree completion, student success, and graduation opportunities. ▪ The Dual Credit Department performs academic and career goal advisement to establish a plan of enrollment for efficient use of courses in order to decrease the excess hours to completion. ▪ Collaboration with ISD's to offer more dual credit course offerings that are of high need/interest with student's field of study goals.
<p>Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.</p> <ul style="list-style-type: none"> ○ Metric: Analysis of performance in subsequent course work. 	<p>Goal 4:</p> <ul style="list-style-type: none"> ○ The Dual Credit Department, continuously analyzes student success by course by term, as well as, performs faculty evaluations to insure student success.

Eligible Courses

- Courses offered for college credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual (ACGM) adopted by the Texas Higher Education Coordinating Board, or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) adopted by the Texas Higher Education Coordinating Board.

- A college course offered for dual credit must be: (A) in the core curriculum of the public institution of higher education providing the credit; (B) a career and technical education course; (C) a foreign language course; or (D) a college pathway course that satisfies specific degree plan requirements leading to the completion of a Board approved certificate; AA, AS, AAS degree program, or FOSC.
- Public colleges may not offer remedial and developmental courses for dual credit. ISD is encouraged to partner with Navarro College (as required by House Bill 5, 83rd Texas Legislature) to develop and provide courses in college preparatory mathematics and English Language Arts to prepare student for success in entry-level college courses
(See HB 5 MOU)

Student Eligibility

- High school students must meet all eligibility requirements set forth in the Texas Higher Education Coordinating Board rules, and demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative to be eligible for enrollment in a dual credit course offered by a public college. Please reference the Dual Credit Testing Requirements for detailed score information.
- A student may enroll in workforce Education College courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute in the eleventh and/or twelfth grade and shall not be required to provide any additional demonstration of college readiness. Students enrolling in a Level 2 certificate or applied associate degree program must demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative.
- To be eligible for enrollment in a dual credit course offered by Navarro College, students must meet all the College's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.) to be eligible for enrollment in a college course offered by a public college.
- Ninth and tenth grade students with demonstrated outstanding academic performance and capability may be eligible to begin academic or technical college courses. Students must meet the following requirements prior to enrollment:
 - Must have a minimum overall average of 85, or an equivalent GPA, in the year preceding enrollment in college coursework.
 - Must be TSI complete in both TSI Writing and Reading or TSI Math and have successfully met the Texas Success Initiative (TSI) requirements (Reading and Writing, OR Math) for the desired college course.
 - Must have approval from the high school official, parent/legal guardian, and a Navarro College Dual Credit Coordinator.

Dual Credit Admissions

- Students must meet the following admission requirements:
 - Complete an application for Navarro College through Apply Texas.
 - Complete the online Dual Credit Enrollment Form on the NC Self-Service student portal. New students must have parent approval upon initial enrollment and all students must have high school official approval each semester enrolling.
 - Provide a current high school transcript. Incoming 9th graders may provide a final 8th grade report card.
 - Provide applicable test score reports to meet current college readiness standards and dual credit eligibility. Please reference the Dual Credit Testing Requirements page for further test score information.
 - Provide a vaccination record indicating a current bacterial meningitis vaccination if the student will be taking courses on the Navarro College campus.
- High school students who have completed 15 semester credit hours must see a Navarro College Academic Advisor or Navarro College Dual Credit Coordinator prior to enrolling in additional coursework. Students must select a Navarro College degree plan or program of study upon completion of 15 semester credit hours.
- High school students taking Navarro College courses are recognized as college students and will be treated as such, regardless of the course location. All Navarro College students, including students enrolled for dual credit, are expected to abide by the Navarro College Code of Conduct and Academic Decorum standards located in the Navarro College Student Handbook. A collegiate classroom environment is expected at all times.
- Navarro College courses, including those offered on high school campuses, may contain controversial material and mature content. Navarro College courses will not be tailored to high school learners. Parents and high school officials are encouraged to consider the maturity level of the individual student prior to approving that student's enrollment in college courses.
- Dual credit students who earn a Navarro College GPA of less than 2.0 may be removed from the dual credit program.

Additional enrollment requirements may apply.

Location of Class

- College courses may be taught on the college campus, on the high school campus, or via distance learning. In addition, college courses taught electronically shall comply with the Navarro College Standards for Quality Online Course Design and Instruction.

Deadline Requirements

- Please refer to the Navarro College Dual Credit Program deadlines for the dual credit enrollment periods. All course offering requests for the upcoming school year must be submitted to the Dual Credit Department no later than April 1st.

Composition of Class

College courses taught for dual credit may be composed of:

- Dual credit students only
- Dual credit and college credit students
- Dual credit and high school credit-only students if one of the following conditions apply:
 - The course is required by State Board of Education and the high school is otherwise unable to offer such a course.
 - The high school credit-only students are College Board Advanced Placement (AP) students.
 - The course is a career and technical or college workforce education course and the high school credit-only students are earning articulated college credit. Please note that Navarro College does not articulate credit. Therefore, all Navarro College career and technical dual credit course sections are for dual credit only and may not be mixed with regular high school students.

Faculty Selection, Supervision, and Evaluation

- Faculty members who are employed with the school district on a full-time basis and teach a Navarro College course, either inside or outside of their regular ISD duty hours, are considered employees of Navarro College for the purposes of the college course taught for dual credit and are required to meet all other Navarro College adjunct faculty requirements.
- The College shall approve instructors of college courses taught for dual credit. These adjunct faculty members must meet the same credentialing standards and complete the same approval processes as other faculty who are selected to teach the same courses at Navarro College. This includes, but is not limited to, adhering to the minimum requirements set by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The College cannot guarantee that a faculty member will be available to teach every dual credit course requested by the I.S.D.
 - The College will supervise and evaluate instructors of college courses taught for dual credit using the same criteria and procedures as those used for other faculty at Navarro College.

Course Curriculum, Instruction, and Grading

- The College shall ensure that a college course taught for dual credit is equivalent to the corresponding course offered at Navarro College in relation to the curriculum, materials, instruction, method, and rigor of student evaluation. These standards must be maintained regardless of the student composition of the class.
- College courses taught for dual credit, regardless of location, will start and end with Navarro College's semester dates. Faculty will follow the College's calendar for all course planning, curriculum, reporting, and grading.

- College courses taught for dual credit must meet the appropriate contact hours required for each course taught.
- Final course grades must be submitted on the College's schedule.
- The only official grades currently assigned at Navarro College are mid-term and final course number grades. Navarro College does not assign progress grades to our college students. All course-grading conventions are stipulated in each instructor's course syllabus. Students are responsible for managing their status in their college course(s) and for reporting progress to their high school official. Students may obtain their current grade or course standing by the gradebook method outlined in their course syllabi. Grades provided by students should only be used as an academic check for intervention purposes and to monitor student success. As always, faculty report academic or behavioral concerns through Navarro College's Care Report system as appropriate.

Academic Policies and Student Support Services

- Regular academic policies applicable to courses taught at Navarro College also apply to college courses taught for dual credit. These policies include, but are not limited to, syllabus distribution, communication of grading policies to students, course drops, academic integrity, scholastic probation and suspension, student/instructor conflict resolution, and final course grade challenges.
- High school students in college courses are eligible to utilize the same support services that are afforded all Navarro College students. The College is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.
- High school students requesting disability accommodations in their college classes must file with Navarro College's Disability Services Department at least two weeks prior to the start of each semester. Please refer to the Navarro College Student Handbook or Navarro College Catalog for additional information.

Transcription of Credit

- For dual credit courses, both high school and college credit should be transcribed immediately upon a student's completion of the college course.

Tuition and Fees

- Navarro College offers a dual credit discount for tuition and fees for the fall and spring terms only. Navarro County residents receive a 50% discount and residents outside of Navarro County receive a 51% discount. For current tuition and fee schedules, please refer to the Navarro College Website at: <https://www.navarrocollege.edu/costs-aid/>

Funding

The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education.

Part II: Responsibilities of Navarro College

1. A Navarro College administrator or full-time faculty member may visit dual credit classes for evaluation purposes.
2. Navarro College will conduct an orientation session for I.S.D. faculty teaching Navarro College courses as needed.
3. Appropriate Navarro College faculty and/or administrators may review major examinations in each course to determine whether students are required to master the skills and concepts identified in the course syllabus.
4. Navarro College is responsible for maintaining a college transcript for each student. All courses will be identified on the college transcript as regular college-level courses.
5. Navarro College will work with the high school administration to determine which courses will be offered for dual credit and will review the list of dual credit courses annually.
6. Navarro College reserves the right to require a minimum number of students for enrollment in each course section. If the minimum is not met, Navarro College reserves the right to cancel the course offering. Navarro College cannot guarantee the availability of every course requested by the high school.
7. All reasonable accommodations for disability services and special needs must be approved by the Navarro College Disability Services Office.
8. Navarro College is responsible for maintaining the confidentiality of all student information and records as required by the Family Educational Rights and Privacy Act (FERPA). Students who wish to allow parents or guardians to access grades or other student information must complete the Navarro College Student Record Release Form available in the Navarro College Office of Admissions or MyNC Student Portal.
9. Navarro College reserves the right to deny continued enrollments for students who display unsatisfactory academic progress.
10. Navarro College reserves the right to deny enrollment or readmission for students who violate the Navarro College Student Code of Conduct.
11. Navarro College will provide academic advisement to all dual credit students who complete 15 semester credit hours.
12. Navarro College will collaborate with school administrators to schedule dual credit information sessions, parent meetings, advising sessions, and other related events.
13. Navarro College will provide routine updates to our service area partners about tuition and fees, enrollment policies and procedures, and deadlines.

Part III: Responsibilities of the Dual Credit Instructor

1. The instructor is responsible for providing any necessary employment documents and official college transcripts to the appropriate Navarro College dean or department chair.
2. The instructor shall meet all the same requirements and guidelines as other Navarro College adjunct faculty.
3. All Navarro College faculty are required to use their Navarro College email and to check it on a regular basis.
4. Each course must be taught using and conforming to the Navarro College course syllabus for each specific course.
5. The instructor is responsible for verifying the accuracy of the Navarro College class roster(s) and reporting discrepancies to the Registrar's Office prior to the official census date.
6. The instructor is responsible for teaching the material outlined in the College course syllabus and departmental requirements.
7. The instructor will adhere to the policies and practices of Navarro College. This includes using the approved departmental syllabus, textbook, and other related materials. The high school text may serve as a supplement, if necessary, to meet the TEKS requirements.
8. Faculty members teaching a dual credit course must record student grades in Navarro College's system in accordance with the College calendar and deadlines.
9. Faculty are required to inform students of course standing, grades, etc., and must comply with all Navarro College departmental and grading policies.
10. Faculty are encouraged to report progress or potential problems to the I.S.D. as requested.
11. Faculty may not give any accommodations to students without written approval from the Navarro College Disability Services Department.
12. Instructors should treat dual credit students in the same manner as other college students.
13. Dual credit instructors will attend Convocation and/or departmental meetings each fall and spring semester. New instructors will also need to attend Canvas training as well as any training provided by the department regarding topics such as publisher materials. Competency evaluations may be required when teaching a career and technical dual credit course. Any instructor teaching hybrid or online classes must complete Canvas training and be approved for online or hybrid courses prior to teaching them. Information about upcoming Canvas training is provided by Office of Media Integration.

Part IV: Responsibilities of the School District

1. The high school is responsible for maintaining the high school transcript.
2. Every semester, the designated high school official must approve each student's enrollment in college courses, regardless of whether the student is enrolling for dual credit or college credit only.
3. The I.S.D. must provide all final official high school transcripts for graduating seniors who have completed coursework with Navarro College. Official Navarro College transcripts will not be released until the final official high school transcript is on file.
4. The I.S.D. will provide Navarro College personnel with a school calendar (including teacher in-service days, holidays, and special events).
5. The I.S.D. will provide Navarro College faculty teaching courses on the high school campus with an overview and orientation to the high school facility and procedures.
6. The I.S.D. is responsible for covering all course time outside of the College calendar and regular meeting dates and times.
7. The high school must provide an adequate college learning environment and appropriately equipped classroom facilities for each dual credit course taught on the high school campus.
8. The I.S.D., a stakeholder in student success, will communicate issues and concerns to the appropriate dean in a timely manner.
9. The high school will establish the weighted value of college-credit courses in determining high school class rank and honor graduates.
10. All dual credit enrollment and schedule changes must be finalized with the Dual Credit Department prior to the first day of classes each semester.
11. The I.S.D. will provide Navarro College personnel a proposed course offering schedule and anticipated enrollment per course by the end of March for planning the upcoming school year.
12. The I.S.D. will provide Navarro College meeting dates and times for each scheduled college course section taught on the high school campus.
13. The I.S.D. will collaborate with Navarro College dual credit staff to establish dates for information sessions, parent meetings, and student advising sessions.
14. The I.S.D. will provide professional-level personnel, as needed, to assist with enrollment and advisement of dual credit students.
15. Dual credit students must have access to all online student resources provided by the College. The Navarro College website and library resources must not be blocked by the I.S.D.

16. The I.S.D. will schedule dual credit courses in a manner which minimizes student absences due to school related activities.
17. The I.S.D. will minimize interruptions during scheduled dual credit courses.

Part V: Responsibilities of the Student

1. All students in the program must have written approval from the high school principal or counselor as well as the student's parent or guardian.
2. In order for college credit to be awarded the student must be registered for the course and required tuition must be paid by the stated deadline.
3. Students anticipating completion of a certificate or degree must provide an updated current high school transcript and meet the graduation requirements as outlined in the Navarro College Admissions and Records policies and procedures. The student is responsible for applying for graduation. This includes monitoring the Navarro College student email and following instructions regarding any additional graduation requirements.
4. Students will be required to have the necessary college textbooks and course materials for each course in which the student is enrolled. These may be purchased by the student or provided by the I.S.D.
5. Student are expected to adhere to all policies of Navarro College and the I.S.D.
6. Students and their parents/guardians should communicate any dual credit questions or concerns to their high school counselor.
7. Students must complete a "Navarro College Student Record Release Form" to give permission for parents or designated individuals to have access to their student academic and/or financial records. Students may access this form through their MyNC Student Portal under the Admissions and Records page.
8. Navarro College expects all students to do their own schoolwork at all times. Any student found in violation of academic integrity is subject to instructional consequences as defined in the course syllabus or departmental handbook. This may include any of the following: a grade of zero, course failure, or removal from a program.
9. The student is required to use all Navarro College student portals and to keep all Navarro College passwords and access codes confidential.
10. Students are responsible for keeping up with their progress in their college courses and for communicating with their instructors for any clarifications, questions, or concerns.
11. Maintaining eligibility in University Interscholastic League (UIL) activities is the responsibility of the student.
12. High school students are not eligible for federal financial aid.

Part VI: Signatures of Authorization

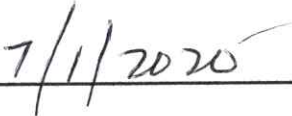
With the understanding that this Dual Credit Program is being offered to assist students, Navarro College and the I.S.D. agree to the above.

APPROVAL SIGNATURES:



Navarro College Administrator Signature

ISD Administrator Signature



Date

ITALY HS: 2020-2021 DC MOU CROSSWALK

Navarro College ID	Navarro College Course Title	NC Credit Hours	HS Course	HS Credits	Code	AAR Code
ARTS 1301	Art Appreciation	3	Art I	0.5	3500100	Fine Arts
ARTS 1303	Art History I	3	Art I	0.5	3500100	Fine Arts
BIOL 1408/1409	Biology for Science Majors I & II	8	SCRID I or SCRID II	1	13037200/13037210	Science
COSC 1301	Intro to Computing	3	BIM I	0.5	13011400	Tech Apps
ECON-2301	Principles-Economics Macro	3	Economics	0.5	3310300	Social Studies
ENGL-1301/1302	Composition I & II	3	English III	1	3220300	English
ENGL-2322/2323	British Literature I & II	6	English IV	1	3220400	English
GOVT-2305	Federal Government	3	United States Government	0.5	3330100	Social Studies
GOVT 2306	Texas Government	3	SSADV I or SSADV II	0.5	03380001/03380021	Other Elective
HIST-1301/1302	United States History I & UU	6	United States History	1	3340100	Social Studies
MATH-1314	College Algebra	3	Pre Calculus	0.5	3101100	Math
MATH-1342	Elem. Statistical Methods	3	Independent Study in Math I or II	0.5	03102500/03102501	Math
MUSI 1306	Music Appreciation	3	Music 1	0.5	3500100	Fine Arts
MUSI 1310	American Music	3	Music 1	0.5	3500100	Fine Arts
SOCI 1301	Intro to Sociology	3	Sociology	0.5	03370100	Social Studies
SPCH 1315	Public Speaking	3	Public Speaking I	0.5	03240900	Speech

\$1 Purchase Option

Thank you for considering Apple Financial Services to fund your technology plan. Please find your \$1 Purchase Option financing proposal below.

Financed Amount	Annual Payments in Advance	Lease Term
\$33,423.00	\$11,306.18	3 Years

What is a \$1 Purchase Option?

This is a financing option designed for equipment ownership at the end of the financed term. The \$1 Purchase Option creates predictable payments while enabling universities and schools to deploy years' worth of equipment today using budgeted funds.

Why use a \$1 Purchase Option?

This option is usually recommended for educational institutions that know they want to own equipment at the end of term. Once the financed term ends, ownership will enable flexibility: continue using the equipment or trade it in to recover value toward new gear.

What are my options at the end of the financed term?

End of term options will be detailed in the final documents. The options include:

1. Purchase the equipment at end of term for \$1.
2. Trade in equipment for value toward a new purchase or financed term.

Overall, the \$1 Purchase Option enables administrators to buy more equipment today, while providing the flexibility that ownership allows.

Please do not hesitate to call or email me at the contact information below with any questions.

Rochelle Bryant

Area Financing Manager–US | Apple Financial Services

T: 469–299–7558 | E: rochelle.bryant@applefin.com

Pricing Notes and Conditions

This proposal is for informational purposes and does not constitute a legally binding obligation of either party. Subject to the satisfactory completion of the Lessor's standard credit approval process and the completion of documentation acceptable to the Lessor, Apple Financial Services is not a financial advisor and does not have a fiduciary duty to you under federal securities laws. Consult with your financial advisor regarding the options offered.

Lease Discount Disclosure Statement: Apple Inc. through the Apple Financial Services program may provide an equipment discount to certain third-party investors. The discount may be applied to facilitate a lease rate discount. The actual interest rate paid on any resulting lease may be reflected in an amortization table provided with lease documents. The quoted payment amount does not include amounts that may be due for taxes or fees, if applicable.

The lease charge portion of the payments can be determined by applying to the total adjusted cost the rate which will amortize the total adjusted cost down to the purchase option amount. The lease charge rate may be higher than the actual annual interest rate because of the amortization of certain costs and fees incurred by the third-party investor. Rates may be subject to verification that the Lessee is a state or political subdivision as defined in Sec. 103 of the IRS Code, 1986.

Apple Inc. Education Price Quote

Customer:	Jeremiah Glover ITALY ISD TX DIR Phone: 19729483383 email: jglover@italyisd.org	Apple Inc:	Brandon Hensley 5505 W Parmer Lane Bldg 7 Austin, TX 78727 Phone: +1-737-2192916 email: bhensley@apple.com
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Apple Quote: 2206467433

Quote Date: Wednesday, August 05, 2020

Quote Valid Until: Thursday, September 03, 2020

Quote Comments:

Please reference Apple Quote number on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	16-inch MacBook Pro with Touch Bar: 2.6GHz 6-core 9th-generation Intel Core i7 processor, 512GB – Space Gray (5-pack) Part Number: MX792LL/A Configuration: <ul style="list-style-type: none"> 065-C879 2.6GHz 6-core Intel Core i7, Turbo Boost up to 4.5GHz 065-C87F AMD Radeon Pro 5300M with 4GB of GDDR6 memory 065-C87J 16GB 2666MHz DDR4 memory 065-C87M 512GB SSD storage 065-C87V Retina display with True Tone 065-C87W Four Thunderbolt 3 ports 065-C87X Touch Bar and Touch ID 065-C8F6 Backlit Keyboard – US English 	15	\$2,163.00	\$29,849.40
2	3-Year AppleCare+ for Schools – 16-inch MacBook Pro Part Number: S7734LL/A	15	\$259.00	\$3,574.20
Edu List Price Total				\$33,423.60
– Additional Tax				\$0.00
– Estimated Tax				\$0.00
Extended Total Price*				\$33,423.60

*In most cases Extended Total Price does not include Sales Tax
 *If applicable, eWaste/Recycling Fees are included.
 Standard shipping is complimentary

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2206467433. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
 - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
 - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT contracts@apple.com.
- B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
 - APPLE INC. AS THE VENDOR
 - BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
 - PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
 - PURCHASE ORDER NUMBER
 - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
 - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
 - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
 - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Thursday, September 03, 2020 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
 - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

SEA # 2046962
 Opportunity ID: 18000003880350
<https://ecommerce.apple.com>
 Fax:

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Document rev 10.6.1

Date of last revision - June 20th, 2016





November 3, 2020
General and Special Elections
Contract for Joint Election Services



November 3, 2020 General and Special Election

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**THE STATE OF TEXAS
ELLIS COUNTY**

**JOINT CONTRACT FOR
ELECTION SERVICES**

§

BY THE TERMS OF THIS CONTRACT made and entered into by and between the following
AS OF JULY 16, 2020:

ELLIS COUNTY
CITY OF ALMA
CITY OF ENNIS
CITY OF FERRIS (ONLY ELLIS COUNTY PORTION)
CITY OF GLENN HEIGHTS (ONLY ELLIS COUNTY PORTION)
CITY OF ITALY
CITY OF MANSFIELD (ONLY ELLIS COUNTY PORTION)
CITY OF MAYPEARL
CITY OF MIDLOTHIAN
CITY OF VENUS (ONLY ELLIS COUNTY PORTION)
CITY OF WAXAHACHIE
AVALON INDEPENDENT SCHOOL DISTRICT
ENNIS INDEPENDENT SCHOOL DISTRICT (ONLY ELLIS COUNTY PORTION)
FERRIS INDEPENDENT SCHOOL DISTRICT (ONLY ELLIS COUNTY PORTION)
FROST INDEPENDENT SCHOOL DISTRICT (ONLY ELLIS COUNTY PORTION)
ITALY INDEPENDENT SCHOOL DISTRICT
MAYPEARL INDEPENDENT SCHOOL DISTRICT
MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT
PALMER INDEPENDENT SCHOOL DISTRICT
RED OAK INDEPENDENT SCHOOL DISTRICT
WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
BUENA VISTA-BETHEL SUD

hereinafter referred to as "Participating Political Subdivisions" and JANA ONYON, Elections Administrator of Ellis County, Texas, hereinafter referred to as "County Election Officer", pursuant to the authority in Subchapter D, Section 31.092, of Chapter 31, of the Texas Election Code, agree to the following particulars in regard to coordination, supervision and running of the November 3, 2020 General and Special Election.

THIS AGREEMENT is entered into in consideration of the mutual covenants and promises hereinafter set out. IT IS AGREED AS FOLLOWS:



I. DUTIES AND SERVICES OF COUNTY ELECTION OFFICER. The County Election Officer shall be responsible for performing the following duties and shall furnish the following services and equipment:

- A. The County Election Officer shall arrange for notification (including writ of election), training and compensation of all presiding judges, alternate judges, clerks for the polling site, Central Counting Station and early voting ballot board.
- a. The County Election Officer shall be responsible for notification of each Election Day and Early Voting presiding judge and alternate judge, Central Counting Station and Ballot Board of his or her appointment made by Commissioners' Court and/or the Elections Board. The presiding election judge of each polling place, will use his/her discretion to determine when additional manpower is needed during peak voting hours and notify the County Election Officer. The County Election Officer will help determine the number of clerks to work at the polls. Election judges and early voting personnel shall be secured by the County Election Officer.
 - b. Election judges, Alternate judges, Clerks and Student Clerks shall all attend the County Election Officer's school of instruction. (Date and location to be determined)
 - c. Election judges shall be responsible for picking up from and returning election supplies to the County Election Officer. (Date to be determined). Compensation for this pickup and delivery of supplies will be \$25.00.
 - d. The County Election Officer shall compensate each election judge and election worker. Compensation will be based on what the county pays and has been approved in Commissioner's Court unless arranged otherwise. Early voting presiding officer shall receive \$10.50 per hour and clerks shall receive \$9.00 per hour for services. Each election day judge shall receive \$10.50 per hour for services rendered; each alternate judge shall receive \$9.50 per hour for services; and clerk shall receive \$9.00 per hour for services. Ballot Board, Central Counting Station Presiding judge and alternate shall receive the same as for Election Day judge and alternate for services. Each worker that attends training class shall receive up to 2 hours of pay per election. Overtime will be paid to each person working over 40 hours per week. All other required and additional expenses by law shall be paid. (ie: FICA, Medicaid, etc.)



- B. The County Election Officer shall procure, prepare, and distribute voting machines, election kits and election supplies.
- a. Each Participating Political Subdivision agrees that voting at the said Election will be by use of Election Systems and Software ExpressVote marking devices and DS200 Precinct Scanner/Tabulators and the DS450 Absentee Scanner/Tabulator voting system approved by the Secretary of State in accordance with the Texas Election Code. Procedures will be in accordance with the Texas Election Code and decided by the County Election Officer.
 - b. The County Election Officer shall secure election kits which include the legal documentation required to hold an election.
 - c. The County Election Officer shall secure all tables and chairs required to hold an election.
 - d. The County Election Officer shall provide all lists of registered voters for use on Election Day and for the early voting period as mandated by law. Laptop computers will be used to qualify voters for the early voting period and on Election Day. A second laptop computer with the list of registered voters will be provided as back-up in each Early Voting and Election Day polling place.
 - e. The County Election Officer shall procure and arrange for the distribution of all election equipment and supplies required to hold an election.
 1. Equipment includes the rental of DS200 voting machines (1 per site), ADA ExpressVote marking devices (4 or more per site), ballot box, voting signs, and laptop computers.
 2. Supplies include election forms, ballots, labels, extension cords, pens, tape, markers, ballot pens, required signage, totem display poles, name tags, etc.
- C. The County Election Officer, Jana Onyon, shall be appointed the Early Voting Clerk by the Participating Political Subdivisions.
- a. The County Election Officer shall supervise and conduct Early Voting by mail and in person.



- b. Early Voting by personal appearance for the said Election shall be conducted during the time period and at the locations listed in Exhibit "A", attached and incorporated by reference into this contract. Cities are required to have 2 days of 12 hour voting and those will be the last 2 days of early voting.
- c. Any qualified voter for the said Election may vote early by personal appearance at any of the Early Voting Vote Center locations within Ellis County. **First United Methodist Church 505 W. Marvin Ave Waxahachie, TX 75165 will serve as the Main Polling Location for this election.**
- d. Some Participating Political Subdivisions have requested additional Early Voting sites pending their participation; therefore Exhibit "A" is subject to change if any of the Participating Political Subdivisions cancel their election.
- e. If a Runoff Election is needed, the Participating Political Subdivisions will work together to choose the Early Voting Vote Center locations to best serve their voters in their territory according to the Election Code and/or this contract.
- f. All applications for an Early Voting mail ballot shall be received and processed by the Ellis County Elections Administration Office.
 1. Application for mail ballots erroneously mailed to the Participating Political Subdivisions shall immediately be faxed to the County Election Officer for timely processing. The original application shall then be forwarded by mail to the County Election Officer for proper retention.
 2. Absentee Application (Regular or Federal Postcard) for ballot by mail shall be mailed to:
Jana Onyon, Early Voting Clerk,
204 E Jefferson Street, Waxahachie, Tx 75165
or faxed to 972-923-5194
or email a scanned copy of signed application to elections@co.ellis.tx.us
(If faxed or emailed, then must receive original application within 4 days)
Application for ballot by mail must be received no later than close of business on Friday, October 23, 2020.
 3. All Federal Post Card Applicants (FPCA) and Annual Mail Ballot Applicants will be sent a mail ballot with required notices.



- g. All Early Voting ballots (those cast by mail/absentee) shall be prepared for count by the Early Voting Ballot Board in accordance with Section 87.000 of the Texas Election Code. The presiding judge of this Board shall be appointed in the same manner as presiding election judges (Section 87.002b)
- D. The County Election Officer shall arrange for the use of all Election Day and Early Voting Vote Center Locations.
- a. The Participating Political Subdivisions shall assume the responsibility of remitting the shared cost of all employee services required to provide access, provide security or provide custodial services for the polling locations.
 - b. The Early Voting Vote Center polling locations are listed in Exhibit "A", attached and incorporated by reference into this contract.
 - c. The Election Day Vote Center polling locations are listed in Exhibit "B", attached and incorporated by reference into this contract.
 - d. Some Participating Political Subdivisions have requested additional Vote Centers pending their participation; therefore Exhibit "A" and "B" is subject to change if any of the Participating Political Subdivisions cancel their election.
 - e. Any qualified voter for the said Election may vote during Early Voting or Election Day by personal appearance at any of the Vote Center locations within Ellis County.
 - f. If a Runoff Election is needed, the Participating Political Subdivisions will work together to choose the Early Voting and Election Day Vote Center locations to best serve their voters in their territory according to the Election Code and/or this contract.
- E. The County Election Officer shall be responsible for establishing and overseeing the tabulation of the early voting and election day voted ballots by the Central Counting Station personnel. Ballots shall be tabulated in accordance with Section 127.001 of the Texas Election Code and of this agreement.
- a. The County Election Officer shall prepare, test and run the county's tabulation system in accordance with statutory requirements and policies. The tabulation system will be used on Election Night at the Elections Office.



- b. The Public Logic and Accuracy Test (L &A) of the electronic voting system shall be conducted. County Election Officer will publish required notice for the L&A Test and a Joint Notice of Election in the local newspaper of time and place as required by the election code.
 - c. Election night reports will be available to the Participating Political Subdivisions at 7pm on election night on the Ellis County website (www.co.ellis.tx.us/elections). Provisional ballots will be tabulated after election night in accordance with law.
 - d. The County Election Officer shall prepare the unofficial canvass report after all precincts have been counted for election day, provisional ballots, and any overseas ballots that will be tallied after the final deadline to count ballots. This report will be sent to the Participating Political Subdivisions for their canvass.
 - e. The County Election Officer shall be appointed the custodian of the voted ballots and shall retain all election material for a period of 22 months.
 - 1. Pending no litigation and as prescribed by law, the voted ballots shall be shredded 22 months after the election.
 - 2. The Participating Political Subdivisions can obtain the list of registered voters (Combination Forms) from the Elections Administration Office after this retention period. Pending no litigation and if the Participating Political Subdivisions does not request the lists, the County Election Officer shall destroy them.
 - f. The County Election Officer shall conduct a manual partial recount as prescribed by Section 127.201 of the Texas Election Code and submit a written report to the Participating Political Subdivisions in a timely manner. The Secretary of State may waive this requirement. If applicable, a written report shall be submitted to the Secretary of State as required by Section 127.201(E) of the aforementioned code.
- F. The County Election Officer shall post the publication of a "Joint Election Notice" by publishing the notice at least once between the 30th day and the 10th day before the election the proper methods with the proper media in accordance with the Texas Election Code (Sec. 4.003(a)(1)). Newspapers will be agreed upon by the Participating Political Subdivisions based on current publishing customs by each Participating Political Subdivisions. The Participating Political Subdivisions shall send the publication of the "Election Notice" to the Contracting Office to place it on the Elections website in accordance to the Texas Election Code (Sec. 4.008)



II. DUTIES AND SERVICES OF THE PARTICIPATING POLITICAL SUBDIVISIONS.

The Participating Political Subdivisions shall assume the following responsibilities:

- A. The Participating Political Subdivisions shall prepare the election orders resolutions, notices, justice department submissions (if required), official canvass and other pertinent documents for adoption by the appropriate office or body. The Participating Political Subdivisions shall handle the candidate filing process and packets that are required by law. The Participating Political Subdivisions assume the responsibility of posting required notices and likewise promoting the schedules for Early Voting and Election Day.

- B. The Participating Political Subdivisions if recent changes have been made, shall provide the County Election Officer with an updated map and street index of their jurisdiction in an electronic or printed format as soon as possible but no later than Monday, August 17, 2020, if any changes have occurred since the last election the county has held for your entity.

- C. The Participating Political Subdivisions shall procure and provide the County Election Officer with the ballot layout and Spanish interpretation in an electronic format (word.doc preferred).
 1. The Participating Political Subdivisions shall deliver to the County Election Officer as soon as possible after the election has been ordered any proposition wording in English and Spanish. Candidate names should be given after the drawing. Should receive all information no later than Tuesday, August 26, 2020.
 2. Exhibit "D" is provided with a listing of races and/or propositions on the ballot for each Participating Political Subdivisions pending any cancellations or withdrawals.
 3. The Participating Political Subdivisions shall approve the "blue line" ballot format prior to printing.

- D. The Participating Political Subdivisions shall post the publication of the "Election Order" and "Election Notice" by the proper methods with the proper media in accordance with the Texas Election Code. Additional publications would be handled by the Political Subdivisions to meet any special posting requirements during special elections. (See Section I part F of this contract)



- E. The Participating Political Subdivisions shall compensate the County Election Officer for any additional verified cost incurred in the process of running this election or for a manual recount this election may require, or for a required runoff election consistent with charges and hourly rates shown on Exhibit "C" for required services.
- F. The Participating Political Subdivisions shall submit this signed contract and pay the County Election Officer a deposit of 80% of the estimated cost to run the said election **AFTER October 1, 2020**. The County Election Officer shall place the funds in a "contract fund" as prescribed by Section 31.100 of the Texas Election Code.

The Deposit should be delivered within the mandatory time frame to:

**Ellis County Treasurer
Att. Cheryl Chambers
109 S. Jackson, 3rd Floor
Waxahachie, Texas 75165**

Made payable to: "Ellis County Treasurer" with the note "for election services" included with check documentation.

The signed contract should be delivered or mailed to:

**Ellis County Elections
Attn: Jana Onyon
204 E Jefferson Street
Waxahachie, Texas 75165**

- G. The Participating Political Subdivisions shall pay any additional cost and/or remaining final cost of conducting said election or any required runoff elections pursuant to the Texas Election Code, Section 31.100, within 30 days from the date the final billing was received.

III. COST OF SERVICES. See Exhibit "C."

- A. All actual shared cost incurred in the conduct of the election will be divided by Ellis County and the Participating Political Subdivisions contracting with the County Election Officer to hold the said election. Any special request made by a Participating Political Subdivision will be charged directly to that Political Subdivision.



- B. If a Runoff Election is required, all cost will be billed to the Participating Political Subdivisions. Runoff Election will be held on Tuesday, December 8, 2020 (subject to changes), if required.

IV. GENERAL PROVISIONS.

- A. Nothing contained in this contract shall authorize or permit a change in the officer with whom or the place at which any document or record relating to the said Election is to be filed or the place at which any function is to be carried out, or any nontransferable functions specified under Section 31.096 of the Texas Election Code.
- B. Upon request, the County Election Officer will provide copies of all invoices and other charges received in the process of running said election for the Participating Political Subdivisions.
- C. If a Participating Political Subdivision cancels an election pursuant to the Texas Election Code, they will not be liable for any further costs incurred by the County Election Officer in conducting the said Election. Notice of a cancelled election should be provided to the County Election Officer as soon as the Participating Political Subdivision has approved it in council meeting.
- D. If any provision of this joint election contract and election services agreement is construed to be illegal or invalid, this will not affect the legality or validity of any of the other provisions. The illegal or invalid provision will be deemed stricken and deleted, but all other provisions shall continue and be given effect as if the illegal or invalid provisions had never been incorporated.
- E. The Elections Administrator of Ellis County, Texas and all of the contracting authorities of all of the participating political subdivisions listed in this joint election contract and election services agreement represent that each has the full right, power and authority to enter and perform this Contract in accordance with all of the terms and conditions, and that the execution and delivery of this Contract has been made by authorized representatives of the parties to validly and legally bind the parties to all terms, performances and provisions set forth in this Contract.
- F. The County Election Officer shall file copies of this contract with the County Auditor and the County Treasurer of Ellis County, Texas (Sec. 31.099)



- G. Neither party shall be deemed to have breached any provision of this contract as a result of any delay, failure in performance, or interruption of service resulting directly or indirectly from acts of God, network failures, acts of civil or military authorities, civil disturbances, wars, energy crises, fires, transportation contingencies, interruptions in third-party telecommunications or Internet equipment or service, other catastrophes, or any other occurrences which are reasonably beyond any party's control. The parties are required to use due caution and preventive measures to protect against the effects of a force majeure event, and the burden of proving that a force majeure event has occurred shall rest on the party seeking relief under this provision. The party seeking relief due to force majeure is required to promptly notify the other parties in writing, citing the details of the force majeure event and relief sought, and shall resume performance immediately after the obstacles to performance caused by a force majeure event have been removed, provided the Contract has not been terminated. Delay or failure of performance, by either party to this Contract, caused solely by a force majeure event, shall be excused for the period of delay caused solely by the force majeure event.
- H. Due to recent concerns, if it is determined by the Ellis County Elections Administrator and the Commissioners Court of Ellis County that the health and safety of the Ellis County employees, poll workers, volunteers, and other people involved in conducting an election would be placed in danger by conducting an election according to the terms of this agreement, then the Ellis County Elections Administrator and Commissioners Court of Ellis County, at their sole discretion, may elect not to conduct an election for the political subdivision. If Ellis County elects not to handle the election of a local subdivision due to health and safety concerns, then Ellis County will provide written notice to the political subdivision with sufficient time for the political subdivision to comply with the Election Code.
- I. All parties agree to comply with Section 2270.002 and Section 2252.152 of the Texas Government Code.



WITNESS BY MY HAND THIS THE _____ DAY OF _____ 2020.

Jana Onyon, CERA
Elections Administrator
Ellis County, Texas

WITNESS BY MY HAND THIS THE _____ DAY OF _____ 2020

By: _____
Signature Printed Name and Title

Political Subdivision Name: _____
Printed

**Political Subdivisions Estimated Cost of Contracting with the Elections
Department for November 3, 2020 General and Special Elections
(Estimated Cost Before Cancellations)**

ENTITY	Voters 7/2020	Estimated Cost	Est. 80% Deposit
FROST ISD (Only Ellis County)	13	\$800.00	\$640.00
VENUS (Only Ellis County)	149	\$800.00	\$640.00
MANSFIELD (Only Ellis County)	156	\$800.00	\$640.00
ALMA	253	\$2,050.00	\$1,640.00
AVALON ISD	519	\$2,050.00	\$1,640.00
MAYPEARL	549	\$2,050.00	\$1,640.00
ITALY	1195	\$2,050.00	\$1,640.00
ENNIS	1278	\$2,050.00	\$1,640.00
FERRIS (Only Ellis County)	1541	\$2,050.00	\$1,640.00
ITALY ISD	1921	\$2,050.00	\$1,640.00
GLENN HEIGHTS (Only Ellis County)	2416	\$2,275.00	\$1,820.00
MAYPEARL ISD	3789	\$2,350.00	\$1,880.00
PALMER ISD	3811	\$2,375.00	\$1,900.00
BUENA VISTA-BETHEL SUD	4370	\$2,450.00	\$1,960.00
FERRIS ISD (Only Ellis County)	5569	\$3,400.00	\$2,720.00
ENNIS ISD (Only Ellis County)	14877	\$7,600.00	\$6,080.00
RED OAK ISD	19556	\$7,900.00	\$6,320.00
MIDLOTHIAN	22028	\$8,100.00	\$6,480.00
WAXAHACHIE	23330	\$8,500.00	\$6,800.00
MIDLOTHIAN ISD	31563	\$9,700.00	\$7,760.00
WAXAHACHIE ISD	33044	\$10,300.00	\$8,240.00
ELLIS COUNTY	115305	\$137,988.83	\$110,391.06

As of 7/28/20 Subject to changes. Report is before cancellations. Above deposit of 80% is due AFTER October 1, 2020. Final Cost Report will be sent after the election is completed.

Italy High School Student Handbook

2020–21 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at rockerham@italyisd.org or 972-483-7411.

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INCLUDE CAMPUS-SPECIFIC AND/OR DISTRICT MATERIAL HERE:

For example:

- Member names of the board of trustees,
- Superintendent's name,
- Campus administrator names,
- School counselor names; or
- Nurse's name.
- Include phone numbers and business addresses of:
 - The campus; and/or
 - Administrative offices.
- Other information could include:
 - The district's mission statement or goals; and/or
 - Board meeting details.
- If the handbook serves an individual campus, you could include:
 - The campus mission statement or goals,
 - The alma mater or fight song,
 - A campus floor plan,
 - The campus school start and end times,
 - The campus bell schedule, and/or
 - A calendar of events.

REMOVE THIS LIST BEFORE PUBLISHING

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The **Italy High School** Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the **Italy High School** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at italyisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at **Italy High School**.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in **the district administration office**.

Italy High School Student Handbook

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact [Jason Lawson](mailto:Jason.Lawson@italyisd.org), 972-483-7411.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- [Acknowledgment of Electronic Distribution of Student Handbook](#),
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the administrative assistant, rockerham@italyisd.org, 972-483-7411.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

Outside counseling options and local resources will be provided to the parent after a risk assessment is completed (as needed).

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, **Stephanie Davis**, can be reached at sdavis@italyisd.org, 972-483-7411 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page .

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or

- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must **submit a written statement to the campus principal stating this decision**. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide 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 this information. Any objection must be made in writing to the principal **within ten school days of the student’s first day of instruction for this school year.** [See **Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

If the district has not separated its directory information list at FL(LOCAL) and uses the sample Required Forms for Districts with One Directory Information List]The district has identified the following as directory information. If a parent objects to the release of the student’s information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page .

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

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

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

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

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The district will provide permission slips for students to opt in or out of this topic. Human sexuality instruction will be delivered by certified instructors with a scientific foundation.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other

penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

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, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC.]

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

Instructional Materials

A parent has the 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.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,

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

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page , are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

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

- When school officials have what federal law refers to as a “legitimate educational interest” in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - 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.

FERPA also permits the disclosure of personally identifiable information without written consent:

- 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, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page .]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

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

The address of the superintendent's office is 300 S. College St. Italy, TX 76651.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

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

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the [superintendent](#) for more information.

[See **Bullying** on page , and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to [a neighboring district](#) if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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

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 a diploma from the previous district if the student meets its graduation criteria.

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

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

[See **Credit by Examination for Advancement/Acceleration** on page , **Course Credit** on page , and **A Student in Foster Care** on page .]

A Student Who Is 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page , **Course Credit** on page , and **Students who are Homeless** on page .]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Stephanie Davis at 972-483-7411.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Stephanie Davis at 972-483-7411.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page .]

Visit these websites for information regarding students with disabilities and the family:

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

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks 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 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.

[See **English Learners** on page and **Special Programs** on page .]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact Jason Lawson at 972-483-7411.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;

- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship 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.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Failure to Comply with Compulsory Attendance

All Grade Levels

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

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is **Reagan Cockerham**. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- 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 discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at **10:00a.m.**

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within **5** days of returning to school, a student absent for more than **5** 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 absence. Otherwise, the absence may be considered unexcused and 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 absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at italyisd.org. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

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

The test shall be offered on **September 21** at 8:30 at **the gymnasium at the campus**.

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions

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- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by [using the Speak Up app on the district website at italyisd.org](#).

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page .]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments** on page , **Dating Violence, Discrimination, Harassment, and Retaliation** on page , **Hazing** on page , policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

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

The district offers career and technical education programs in the following areas:

- [Agriculture, Food, and Natural Resources](#).
- [Graphic Design](#).
- [Political Science](#)

Admission to these programs is based on **student choice**.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

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

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at italyisd.org. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- 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; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

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

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;

- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, 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.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

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

College and University Admissions and Financial Aid (All Grade Levels)

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

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

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with **Navarro College, Texas State Technical College**, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

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

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

Communications—Automated (All Grade Levels)

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

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

Non-emergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at italyisd.org. The complaint forms can be accessed [online at italyisd.org](http://italyisd.org) or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

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

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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 contact information for each campus behavior coordinator is available on the district's website at italyisd.org and is listed below:

Jason Lawson

jlawson@italyisd.org

972-483-7411

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to 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, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should sign in at the counseling office or send an email to sdavis@italyisd.org. 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.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page , and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page .]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

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 or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parents give written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the

district's policy is available in the principal's office and in the superintendent's office. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or 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, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;

- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

Discrimination

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

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and

alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are unavailable at this time.

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

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, newspapers, yearbooks, brochures, flyers, etc.

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

Non School Materials

From Students

Students must obtain prior approval from the **original owner** before selling, posting, circulating, or distributing more than **FNAA(LOCAL) (10)** copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The **campus administration [FNAA(LOCAL)] is responsible for designating time, place, and manner restrictions for distribution of nonschool literature from students** has designated **the main office** as the location for approved non school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the **campus principal GKDA(LOCAL)** for prior review. The **campus principal GKDA(LOCAL)** will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The **campus principal GKDA(LOCAL)** has designated **the cafetorium** as the location for approved non school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- *No distractions to the learning environment are presented*

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page .]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, 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 in accordance with 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page and **Standardized Testing** on page .]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. 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.

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

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page .]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to **15** absences not related to post-district competition, a maximum of **8** absences for post-district competition prior to state, and a maximum of **6** absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Student Council

Athletics

Band

Cheer

Groups as needed

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.

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- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page .]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the **superintendent** [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

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

Grade-Level Classification (Grades 9–12 Only)

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

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

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

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

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

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

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment

used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

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

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "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, as described on page .

State law prohibits 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 parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

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
Languages other than English	2	2
Fine Arts	1	1
<i>Locally required courses</i>	None	None
<i>Locally required courses</i>	None	None
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement

is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

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

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH(LEGAL) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be reviewed by committee prior to being allowed to participate in the graduation ceremony and related graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers** on page .]

Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward 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.

Harassment

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

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student’s mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

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 (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

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

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

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

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may 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 health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See also **Food Allergies** on page .

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student’s return to school. Please contact the district’s mental health liaison for further information.

Teachers and other district employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page for the district’s procedures for recommending a mental health intervention and the mental health liaison’s contact information;
- **Counseling** on page for the district’s comprehensive school counseling program;
- **Physical and Mental Health Resources** on page for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

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

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

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

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at italyisd.org for information regarding meningitis.

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

[See **Immunization** on page .]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

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When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at italyisd.org.

[See **Celebrations** on page and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page and contact the school nurse for more information.]

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 cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The nurse, **Kimberly Hopgood RN-Full time**, at **the high school campus**.
- The school counselor, **Stephanie Davis-Full time**, at **the high school campus**.
- The local public health authority, **Ellis County**, which may be contacted at **[Insert phone number and/or other contact information]**.
- The local mental health authority, **[Insert name]**, which may be contacted at **[Insert phone number and/or other contact information]**.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at **[district's Policy On Line URL]**.

- Food and nutrition management: CO, COA, COB

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- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Kimberly Hopgood at 972-483-7411 for further information regarding these procedures and access to the District Improvement Plan.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the elementary nurse.

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Lindsey Thompson with questions about the content or implementation of the district's wellness policy and plan.

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, including

without parental consent, if necessary, if it 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 the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

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

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

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

[See policy FL(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work 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.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page .]

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

A student will be permitted to make up tests and 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 timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Grades 9–12

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district 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 Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Lisa Jacinto, Student Support Services/PEIMS. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: **Stephanie Davis**
- For all other concerns regarding discrimination, see the superintendent:[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page .]
- 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 **972-483-7411** for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page .]
- Becoming a school volunteer. [See **Volunteers** on page and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations.[See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit **Include if applicable: and pay a fee of \$ 20** to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and

- Any other necessary academic information as determined by the district.

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

Middle/Junior High Grade Levels

In grades 6-8, promotion is based on refer to your EIE(LOCAL) and include promotion standards for the respective grade levels here.

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

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

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) 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.

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

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

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

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. 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.

For a **junior high** student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a **junior high-school** student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the **school counselor** and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page .]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page and **Standardized Testing** on page .]

Release of Students from School

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

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

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

At the end of the **first three weeks of a grading period** parents will receive a progress report if their child's performance **[in any course/subject area]** is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page for how to schedule a conference.]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within **n/a** days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by **using the speak up app**.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

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The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

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, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: [Social Media, Email, Text](#).

[See [Communications-Automated, Emergency](#) on page .]

SAT, ACT, and Other Standardized Tests

[See [Standardized Testing](#) on page .]

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

[Schedule Change will be made within the first 3 days of school starting or anytime an academic need arises.](#)

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact [Michael Chambers](#), the district's designated asbestos coordinator, at [972-483-7411](#).

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See **Ophelia Martinez** to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. 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 questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact **Michael Chambers**, the district's IPM coordinator, at 972-483-7411.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

- *Monday - Friday*

Use of Hallways during Class Time (All Grade Levels)

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

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

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

The following areas are open to students before school, beginning at *n/a* a.m.

- *No before school use due to Covid*
- *After school use only with direct adult supervision*

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) will address board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids** on page .]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact [Jeremiah Glover at jglover@italyisd.org](mailto:Jglover@italyisd.org).

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

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. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the

reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment 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

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page .]

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

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

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

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

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

Satisfactory performance on the applicable assessments is required for graduation, unless 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. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page .]

Students in Foster Care (All Grade Levels)

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

Please contact **Lisa Jacinto**, who has been designated as the district's foster care liaison, at **972-483-7411** with any questions.

[See **Students in the Conservatorship of the State** on page .]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, Lisa Jacinto, at **972-483-7411**.

[See **A Student Who is Homeless** on page .]

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

Summer School (All Grade Levels)

As needed to provided academic intervention

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

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

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

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

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page .]

Buses and Other School Vehicles

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

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

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact **Michael Chambers, 972-483-7411**. Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or **designee**, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and

comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

At the **Ellis County Career Fair** the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact Danette Dearing at 972-483-7411 for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

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EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

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

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and 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.

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit italyisd.org. Below is the text of Italy ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted see approved board minutes.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

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Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

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A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

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Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Italy ISD Student Code of Conduct

2020–2021 School Year

If you have difficulty accessing the information in this document because of disability, please contact the office of the superintendent at 972-483-1815 or ddearing@italyisd.org.



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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the office of the superintendent, 972-483-1815 or ddearing@italyisd.org.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

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

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

This Student Code of Conduct has been adopted by the Italy ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside 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 posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or 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 district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.Italyisd.org

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal 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.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board partners with school resource officers (SRO) and local law enforcement. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff.

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

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

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

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

12. The person poses a substantial risk of harm to any person; or

13. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page , for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

Adhere to the requirements of the Student Code of Conduct. Chapter 37 requires the Code to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page .)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

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

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- 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/or Expulsion for Certain Offenses** on page . In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

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

Misuse of Technology Resources and the Internet

Students shall not:

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

substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on 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.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

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

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- 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.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.

- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page .
- Placement in a DAEP, as specified in **DAEP** on page .
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page .
- Expulsion, as specified in **Expulsion** on page .
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

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

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: www.Italyisd.org

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

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

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

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

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

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

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

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

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

Returning a Student to the Classroom

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

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

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

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

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

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.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

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

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator 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,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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.

OR

A student may be placed in a DAEP for the following conduct violations:

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- 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 in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under 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 **Expulsion** on page .) (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 **Expulsion** on page .)
 - 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. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- 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 **Expulsion** on page .)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see **glossary**),
 - A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 - The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

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

Process

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

Conference

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

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

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

Consideration of Mitigating Factors

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

7. Self-defense (see **glossary**),
8. Intent or lack of intent at the time the student engaged in the conduct,
9. The student's disciplinary history,
10. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or

11. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
12. A student's status as homeless.

Placement Order

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

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

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

Coursework Notice

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

Length of Placement

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

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

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

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

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

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: www.Italyisd.org

Appeals shall begin at level one with the campus behavior coordinator.

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

Restrictions During Placement

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

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

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

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

15. 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
16. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

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

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

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

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

Withdrawal During Process

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

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, 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.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

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 district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

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

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

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

Review Committee

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

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

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

Appeal

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

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior

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

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

20. The date on which the student's conduct occurred,
21. The location at which the conduct occurred,
22. Whether the conduct occurred while the student was enrolled in the district, or
23. 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:

24. Threatens the safety of other students or teachers,
25. Will be detrimental to the educational process, or
26. Is not in the best interest of the district's students.

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the

student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

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

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

30. Self-defense (see **glossary**),
31. Intent or lack of intent at the time the student engaged in the conduct,
32. The student's disciplinary history,
33. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
34. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
35. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page)

Any Location

A student **may** be expelled for:

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

Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

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

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

Within 300 Feet of School

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

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

Property of Another District

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

While in DAEP

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

36. Deliberate violent behavior that poses a direct threat to the health or safety of others;
37. Extortion, meaning the gaining of money or other property by force or threat;
38. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or

39. Conduct that constitutes the offense of:

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

- Bringing to school 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 Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)

Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]

 - A location-restricted knife, as defined by state law. (See **glossary**.)
- 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 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.

Process

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

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

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

Hearing

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

40. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
41. An opportunity to testify and to present evidence and witnesses in the student's defense, and
42. An opportunity to question the witnesses called by the district at the hearing.
43. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

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

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent

within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

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

44. Self-defense (see **glossary**),
45. Intent or lack of intent at the time the student engaged in the conduct,
46. The student's disciplinary history,
47. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
48. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
49. A student's status as homeless.

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

Not later than the second business day after the hearing, the superintendent or designee 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 based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

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

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

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

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

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

Withdrawal During Process

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

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

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

Additional Misconduct

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

Restrictions During Expulsion

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

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall place a newly enrolled student expelled from another district or an open-enrollment charter school directly into a DAEP until the period of the expulsion is completed.

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

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

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

period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

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

- 56. Causes serious bodily injury to another;
- 57. Uses or exhibits a deadly weapon; or
- 58. 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:
 - f) 65 years of age or older, or
 - g) A disabled person.

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

Arson is defined in part by Penal Code 28.02 as:

- 1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - h) Any vegetation, fence, or structure on open-space land; or
 - i) 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:
 - j) Recklessly damages or destroys a building belonging to another, or
 - k) Recklessly causes another person to suffer bodily injury or death.

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

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or

deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

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

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

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

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

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

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

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text

messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

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

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

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

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

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

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

False alarm or report under Penal Code 42.06 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:

8. Cause action by an official or volunteer agency organized to deal with emergencies;
9. Place a person in fear of imminent serious bodily injury; or
10. 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:

11. 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;
12. The frame or receiver of any such weapon;
13. Any firearm muffler or firearm weapon; or
14. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

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

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

Harassment includes:

15. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
16. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
17. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - l) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - m) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - n) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - o) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

18. Any type of physical brutality;

19. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
20. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
21. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

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

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

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

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

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

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 school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

22. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - p) An explosive weapon;
 - q) A machine gun;
 - r) A short-barrel firearm;
23. Armor-piercing ammunition;
24. A chemical dispensing device;
25. A zip gun;
26. A tire deflation device;
27. An improvised explosive device; or
28. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

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

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

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

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

Serious misbehavior means:

29. Deliberate violent behavior that poses a direct threat to the health or safety of others;
30. Extortion, meaning the gaining of money or other property by force or threat;
31. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
32. Conduct that constitutes the offense of:
 - s) Public lewdness under Penal Code 21.07;
 - t) Indecent exposure under Penal Code 21.08;

- u) Criminal mischief under Penal Code 28.03;
- v) Hazing under Education Code 37.152; or
- w) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

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

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

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

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

33. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
34. Place any person in fear of imminent serious bodily injury;
35. 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;
36. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
37. Place the public or a substantial group of the public in fear of serious bodily injury; or
38. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

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

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

- Murder, manslaughter, or homicide under Sections 19.02, – .05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;

- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

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

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

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

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Italy JR/SR High School



Grading Manual

Procedures, Regulations, and Explanations

Grades 7-12

2020 – 2021

Introduction

The goal of a standardized grading policy is a more consistent and specific measure of how students are achieving mastery of the Texas Essential Knowledge and Skills (TEKS). Teachers are to follow the grading guidelines approved by the Principal and Superintendent pursuant to the State and Board adopted laws and policies. Grading guidelines are created with alignment to the State of Texas Education Code, Legal and Local Policies, and District Regulations. Teachers are also responsible to follow all accommodations and modifications afforded to students and student groups. Our number one goal should always be student success.

Standards for Mastery

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

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

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

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

Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level certification of students eligible for special education, shall be determined by the ARD committee.

Academic Integrity

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, unapproved use of technology including cell phones, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Teams/Departments must submit their grade penalties and discipline procedures for academic dishonesty or other grade penalties (such as no name on paper) to be approved by the campus administration. Behavior, donation of supplies, or writing name(s) on assignments, must not impact a student's grade.

Grade Point Structure

See Student Handbook.

Grading Percentages

Report cards with each student's grades or performance and absences in each class or subject are issued to parents once every six weeks. At the end of the first three weeks of a grading period, parents will be issued a progress report digitally which must be signed for any course in which their child's performance is near or below 70, or is below the expected level of performance for the student. A student's grades will be based upon academic performance and course expectations. The student's mastery level of the TEKS will be the primary factor in determining the grade for a subject or course. Behavior, bringing supplies, or writing name(s) on paper must not impact a student's grade. The types of assignments/assessments used in determining mastery of TEKS might include: homework, classwork, class participation, daily quizzes, major exams, compositions, projects, performances, demonstrations, oral reports, labs, district-wide assessments.

Daily: 25%

Quizzes/Projects: 30%

Tests: 45%

*Dual credit grading follows the syllabus of the Institute of Higher Education that is awarding the college credit. For high school credit, Dual Credit grade must have a final average of 70 or better. Per Board Policy, the high school course grade must match the college grade.

Minimum Number of Grades

- Each teacher will enter a minimum of two grades per week in the Gradebook for each student
 - Minimum of six grades per three weeks
 - Minimum of twelve grades per six weeks
- Each teacher will enter a minimum of two grades per category during each six week grading period.
 - A minimum of 2 daily work grades
 - A minimum of 2 quiz/project grades
 - A minimum of 2 Test grades(Students must not go longer than four weeks without a graded measure of learning)
- Exceptions for minimum assignment requirements may include district benchmark or state assessment (STAAR/EOC) weeks.
- "Double weight" of assignments may occur only after the minimum number of grades has been met without the double-weight. Dual credit courses follow the grading criterion of the institution of higher education.

Gradebook

Each teacher is required to use the online electronic grading system – TxEIS. The responsibility for the correctness of the grade reports issued lies with the teachers. All gradebooks must be kept current each Monday for the week prior. All grades will be posted and up-to-date when report cards and progress reports are due. A teacher must record the actual grade earned by the student. Per legislative action, minimum grading floors, such as no grade lower than a 50, are not permitted. The work is not valuable unless the student receives immediate feedback. Both principals and parents will have access to online grades.

Grade Changes

A final six-weeks or semester grade may be changed only under the following conditions:

- Teacher error in recording a grade
- An incomplete grade is being updated (all incomplete grades must be approved by the administrator prior to the end of the grading period)

All grade change requests must be submitted and approved by the Principal. Teachers are responsible for the accuracy of their grade report. Grade verification sheets (report of what has been uploaded to the office to be printed on report cards) will be issued after grading window closes and before report cards are printed. All grade verification sheets must be checked by the teacher to verify that the grades in the teacher grade book match the grades that have been uploaded to the office. The Grade Verification sheets need to clearly indicate the changes needed and/or completed for accuracy before acceptance by the office by the deadline set forth by the Principal. All inaccuracies from a previous marking period must be corrected by the next reporting period. Any missed deadlines on grade verification sheets will be addressed by the campus administration. The Principal will oversee and monitor the grade reporting procedures by checking and printing the Grade Differences Report after each grade reporting period and notifying teachers of the discrepancies between office grades and teacher grade books.

Transfer Grades

Student placement from any state public school system, including state-accredited charters, or from state-accredited private schools will be honored based on the placement noted on their final report card. A copy of the report card must be placed in the student's cumulative folder. Approved accredited schools must be on the state's approved accredited campus list. Students must be enrolled a minimum of 5 days during the grading period in order to receive a report card from IISD. Teachers need to work with the PEIMS Clerk to make sure that all records are received from the transferring school. Please meet with a campus administrator if you have not received grades within two weeks of enrollment.

Transfer grades when student enters during 6 week grading period:

Teacher discretion to input grades where needed to complete grades for grading period.

Transfer grades for students from past 6 week grading period:

Campus Administrator discretion as to how to input past 6 week or semester grades.

Makeup Work

Students shall be expected and permitted to make up assignments and tests after absences.

When a student has been absent for one or more days and has not had sufficient time to make up the work (ordinarily one day for each day of absence), more time may be allowed under extenuating circumstances. When the make-up work is not turned in by the designated date, please refer to the late work policy.

Curriculum-Based Assessments

Teachers are required to administer Curriculum-Based Assessments (CBAs). These assessments are developed in partnership between the district and teacher teams. The CBAs are **used for a test grade**. All team members or department members will be consistent in determining whether particular test items on a CBA will not count for students' grading purposes, or whether other grading allowances will be made.

Conferences

If the student receives a grade of less than 70 in any class or subject on the report card / progress report during a grading period, the teacher or parent may request a conference. The teacher will provide the parent with notification if tutorials or interventions are required for a student who receives a grade below 70 in a class or subject.

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

Students who have failing grades must also have a comment on the progress report that connects to the reason for the failing grade.

Late Assignments

In the event that a student fails to return an assignment on the date assigned, that work becomes late work. The teacher will communicate with both the student and parent via email and/or telephone to support the completion of the late assignment.

Teachers are encouraged to work with students and families when assignments are not completed by due dates. The grade penalties listed below are the **maximum** permissible, but teachers may work in conjunction with campus administration to make other reasonable arrangements for the completion of work, especially in extenuating circumstances.

Late homework/daily work may receive a maximum of 15 points off per day for being turned in late. If the assignment is not turned in after day three, the assignment may be recorded as a zero. Example: If a student turns in an assignment one day late and the score earned is 85, an additional 15 points may be deducted from the 85. The final grade would be a 70.

Exception for Major Assignments: 1st day late maximum penalty of 25 points, 2nd day late maximum penalty of 50 points, 3rd day late grade of 0.

Tutorials

Tutorials must be provided by teachers for those students whose grades fall below 70 or for students in need of remediation on state assessments. Tutorial times vary by teacher.

Special Education, Limited English Proficiency, and Dyslexic Students

Grading for students with accommodations or modifications must follow guidelines as outlined in his/her IEP, LPAC notes, or 504 documents. The classroom teacher of record must have a copy of the accommodation/modification plan in the classroom.

Re-Teaching and Re-assessing

Test or Major Assignment grades constitute 45% of a student's overall grade. Students who score below 70 on any major assignment or test, will be given one opportunity to retake the test or a suitable alternative test covering the same material after re-teaching of content has occurred. This includes alternative options for students who fail a project that counts as a major test grade. Teachers should consider class averages for any individual test given in the class to determine if re-teaching and re-testing is required for the entire class without penalty.

The retest must be taken within four school days of the original test grade being provided to the student unless there are extenuating circumstances approved by the classroom teacher and/or campus administrator.

- Students will have the opportunity to redo/retake a test or quiz only if retake/redo guidelines are met.
- Redo/retake grade will **take the place** of the original grade unless it is lower (no averaging of scores) and the highest grade that can be made on a retest is a 70.
- In order to identify gaps in learning, students **MUST** return a completed redo/retake reflection form
- Alternative practice work or assessments may be given that will cover the same material but may be in a different format
- Retakes will not be given during the student's regular class period, mandatory tutorial sessions and specific retake dates will be determined by the teacher and will not be subject to change once assigned
- Retakes are not meant to be used as a regular practice by a student or as a substitute for effort
- Students are **NOT** eligible for a retake if the student is missing or has a zero on **ANY** part of a project from which the student is seeking a retake.
- All retakes must be completed within 4 days of the grade posting date as designated by the teacher

Steps to Retake/Redo an Assessment

1. Student must submit in writing/ email to the teacher within 24 hours of grade being posted in parent portal or returned in class stating the desire to retest
2. Student must complete the retake reflection form in its entirety to be considered for a retake
3. Student must complete the retake practice work relating to the assessment as given by the teacher after the retest has been approved
4. Attend a **minimum** of one mandatory tutorial sessions with your teacher to correct the test in which you are seeking to retake on the two **designated** days after the retest has been approved
5. Turn in the practice work as well as the corrected test being re-tested to the teacher
6. Retake the assessment on the designated retake day

For Teacher Use:

Tutorial Session One Date: _____ Tutorial Session Two Date:

Retake Date: _____

Retake Ticket was rejected because

Retake Reflection Form

Name: _____ Class: _____ Date: _____

Directions:

Students are required to turn in a form if they want to complete a retake. All forms must be signed by a parent and turned in prior to retaking the test. If the parent signature is not provided to be approved for retesting, the retest is automatically denied and cannot be resubmitted.

Rationale/Reflection:

Test you would like to redo: _____

Previous Score: _____

What is the reason you did not master the material? Please check all that apply:

- I did not study.
- I did not study the right materials.
- I did not take good notes in class.
- I did not participate fully in class activities.
- I did not understand the concepts.
- I did not complete the homework/practice problems.
- I did not come in for tutoring.
- I did not understand the directions.

Other _____

Why should you be given the opportunity to redo the test? (Complete sentences)

Required Steps to Retake an Assessment

- Email Teacher within 24 hours of posting of grade
- Complete the Retake Reflection Form
- Complete all practice work relating to the assessment as given by the teacher
- Attend a **minimum** of one mandatory tutoring sessions with your teacher on designated dates
- Correct the original test with the teacher during mandatory tutorials sessions
- Turn in evidence of study preparations for retake
- Turn in the practice work and the test corrections to the teacher
- Retake the assessment on the designated retake day

Request:

I request the opportunity to redo/retest this concept. I have completed all parts of the form as well as all assignments for this Unit.

Student Name: _____ Student Signature: _____

Signing this form acknowledges that your child has requested to retake a test. Before signing, please read both sides of this form and discuss with your child ways to avoid this in the future.

Parent/Guardian Signature: _____ Date: _____

Retesting will not include semester or final exams, except in the case of spring exams for graduating seniors. Any senior with a passing course grade prior to the spring final exam, for which a failing final exam grade is the sole reason for not graduating, will be given one opportunity to retest. The exam retest will be scheduled at the convenience of the campus teacher or administrator.

Dual credit re-test procedures will follow the college syllabus and policies of the institution of higher education.

Summer School

In some instances, students who do not earn credit or promote to the next grade level during the regular school year may be eligible to attend summer school for credit recovery or promotion. Summer School admission criteria apply.

Suspension

A student removed from the regular classroom to in-school suspension or another setting will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school.

While on suspension, students will not be penalized for assignments due. Upon returning to class, students will follow the normal makeup work policy.

Italy JR/SR High School
2018-2019
Semester Exam Exemption Policy

The Italy JR/SR High School exemption policy is based on attendance and semester grade average. This policy affects final exams in both semesters of the school year in grades 7-12. Each class and semester stands on its own.

Student Attendance on Exam Day(s): Students must be present on the exam day(s) for the duration of the exam period(s) for which the exemption is received. If a student fails to attend class during the period the exam is given, the student will receive a zero for the final exam and be required to make up the exam on a date arranged through the IHS Administration.

For ALL final exam exemptions, the following criteria must be met:

- Students must not have had any discipline infractions this semester which have led to ISS, OSS, DAEP or higher consequences.
- Student cannot owe a fine or fee at the time of finals.
- Fall Semester:
 - Students must have a semester average of an 85 and no more than 2 absences in the class or a semester average of a 90 and no more than 3 absences.
- Spring Semester:
 - Students must have a semester average of 85 and no more than 3 absences in the class or a semester average of a 90 and no more than 4 absences.

Excused and Unexcused Absences:

- Excused absences for the purpose of exemption include college visits, court appearances, religious holidays, medical absences with a doctor's note (NOT a parent's note), and school-related absences.
- For exemption purposes, three tardies to a class will equal one absence for that class.
- With prior approval from IHS Administration, Juniors and Seniors may take two excused college days each school year.

Number of Exemptions Per Semester:

The number of exams that a student is eligible to be exempt from depends on the student's grade level and the semester.

	Fall Semester Exams a Student May Exempt:	Spring Semester Exams a Student May Exempt:
7th Grade	0	0
8th Grade	0	0
9th Grade	4	4
10th Grade	4	4
11th Grade	5	5
12th Grade	6	8

Italy High School Gladiator Regiment Band



Band Handbook 2020 - 2021

Policies & Guidelines

Fredy Gonzalez, Head Director
Rebecca Kimmons-Choate, Assistant Director

**In compliance with Italy ISD
Extracurricular Handbook &
Student Handbook**

Organizational Purpose

The goal of the band program is to work in conjunction with Italy ISD to prepare students to function as productive members of the community during and after public education. Band instruction and activities, in addition to teaching students musical skills, will focus on developing students in the areas of: **Character, Service, and Excellence.**

Directors

Italy ISD band staff consists of Fredy Gonzalez, Head Director, and Rebecca Kimmons-Choate, Assistant Director. We work very hard to keep in regular contact with parents and students and encourage communication with any questions or concerns.

Communication - Remind

Mr. Gonzalez can be reached on his office phone at 972-483-7411 X1119 and Mrs. Kimmons-Choate at X1118. We communicate regularly through the messenger app, Remind101. We highly RECOMMEND parents and students join the High School Band class by following these directions:

1. Text @ihsband1
2. To: 81010
3. Follow directions

Director emails:

Mr. Gonzalez,

fgonzalez@italyisd.org

Mrs. Kimmons-Choate,

rchoate@italyisd.org

Membership

Sixth grade students in Italy ISD take Beginning Band as an elective in the district curriculum for the year. In order to continue participation in the Italy Band Program, students must:

- Show measurable improvement on his/her instrument.
- Practice his/her instrument on a regular basis.
- Be free of repeated discipline problems.
- Maintain passing grades in all classes in accordance with the rules of the University Interscholastic League (UIL).
- Attend all scheduled practices and performances face-to-face or virtually.
- Maintain in accordance with Italy ISD Student Handbook & Extracurricular Handbook.

Students transferring into the district who wish to join the band will be handled on a case-by-case basis by the head band director. They must have been currently enrolled in band in their previous district, be in good standing with their former director, be able to perform at a level similar to other members of the organization, and be academically eligible according to UIL regulations. Students who wish to reestablish membership in the band should anticipate an audition and a student-parent-teacher conference.

Attendance

Band is entirely a team-focused activity. Like any team, the band depends on students doing their part in pursuing common excellence, and as such, attendance is a priority. By virtue of being a member of the Italy Gladiator Regiment Band, attendance at all in school and after school rehearsals are ***REQUIRED***. A student's failure to attend band functions affects the entire band. If a band member misses a rehearsal or performance, it negatively affects the entire organization. Students take ownership by being: ***present, on time, and prepared***. To facilitate student attendance, a full-year calendar with all rehearsals and performances that can be accurately anticipated is distributed to the High School Gladiator Regiment Band at the beginning of the 1st semester. This should provide ample time for students and parents to plan around scheduled events for the year to avoid conflicts.

Refer to Italy ISD Extracurricular Handbook 2020-2021, Section III, Conduct Expectations.

IF an absence from rehearsal or performance is unavoidable, the following should be adhered to:

- Be in compliance with the Italy ISD Extracurricular Handbook, Section III
- A written note, email, or a phone call from the parent must be given to the director at least two (2) weeks before the date of the absence.
- If the absence is an emergency, then upon returning the student must provide the director with a note from the parent. The student is responsible for initiating communication with a director.
- The student will make arrangements with the directors to make up any missed rehearsal.
- Reasons which will be accepted as excused absences will be:

Student illness

Family Emergency

Other as approved in advance by the directors or school principal

- In High School Band, an unexcused absence CAN result in the loss of a marching spot. If there is an available alternate marcher they will receive the marching spot.
- Work schedules are not viable reasons for missing practices or performances. Use the calendar provided to plan accordingly. **Refer to Extracurricular Handbook, S. III**
- Do not make appointments during band rehearsals. We have a limited number of rehearsals outside of class time, when a member misses rehearsal it affects the entire band.
- Unexcused absences from performances are **unacceptable** and can result in the removal from the performing ensemble. The student may also be placed on an alternative practice assignment to facilitate personal musical growth. Students may be allowed to make up assignments following a conference with a parent and the band director(s).

Travel

The Gladiator Regiment Band will travel to football games, performances, competitions, and trips as one group. Every member represents our school and community at all times, home or away, students are expected to be on their best behavior.. Parents wishing to take their child home from an event off school grounds (e.g. football game, competition, or festival) must communicate their intent to do so at least 2 days prior to the event. Only legal parents or guardians are allowed to take a child home from an event. For liability purposes, parents must also submit a signed letter stating their intent to take the child home before a student can be released. No Exceptions.

Refer to the Italy ISD Extracurricular Handbook, Section VIII. Activities - Transportation.

Bus Travel Expectations

- Clean up after yourself
- Be respectful, courteous, and helpful to peers, directors, and chaperones
- Use headphones for music, no loudspeakers allowed
- Chaperones are in charge of bus in the absence of a director
- Stay seated at all times
- Keep all body parts and items inside the windows
- No profanity
- Yelling and screaming will not be tolerated
- Parents will be contacted if discipline is an issue. Further actions will be taken by the directors and school administrators for inappropriate behavior..

Smoking, drinking alcoholic beverages, or drug use on school property or during a trip is **ILLEGAL** and is a direct violation of school policy. When caught, the student will be immediately sent home at the parent's expense. A meeting with directors, parents, and principal will be scheduled to discuss the student's participation in the band program.

Refer to the Italy ISD Extracurricular Handbook, Section IV. Prohibited Conduct and Disciplinary Action.

Refer to Italy ISD Student Code of Conduct in Student Handbook.

Grades

Grades will be outlined for the students every Six Weeks. They will fit the desired goals that are appropriate for the season that each six weeks falls in. Grading may taken over:

- **Memorization for Marching Band:** this will include excerpts of the marching show music and step-outs while marking time
- **Playing Tests:** playing tests will be based on the current music of the performing ensemble or fundamentals as assigned. These tests may result in chair reordering and may or may not be graded
- **Fundamental Exercises:** short exercises used in warm-ups or technique instruction
- **Performances:** all band performances weigh very heavily into the grade average for the class
- **FREE 100 PASS:** Parents who work a concession stand for their kids will receive a FREE 100 PASS for their child for every Concession Stand worked. *Limit to 1 Google Assignment, 1 Missed Sectional per Six Weeks, and 1 Point added to overall Six Weeks Average on Report Card.*

Eligibility

Band members that travel or compete with the band must be in accordance with UIL, IHS handbooks listed below. If a student becomes academically ineligible during a competitive season, they may lose their performing position with the band. If eligibility is regained before competitions, the student may or may not be put back in their position depending on the timing and needs of the group. These situations will be handled on a case-by-case basis. If a student is failing a class, before or after school tutorials are highly encouraged.

Refer to Extracurricular Handbook, Section VII. Eligibility and Tryouts.

Refer to Italy ISD Student Code of Conduct.

Instruments and Equipment

When possible or necessary, instruments will be furnished by the school. Those using school instruments are responsible for any damage incurred. Instruments are to be put away in their designated areas after each use. Instruments should not be left unattended. Students will sign an instrument contract if they are using a school owned instrument and pay a \$25.00 Maintenance Fee. This helps cover the cost of general maintenance, normal wear and tear, and cleaning. Advanced players will receive the higher level models. Instruments may be reassigned at the director's discretion. Each school owned instrument will be inspected by a director at the end of each semester to ensure that everything is in good condition.

It is a good idea to make sure that personal instrument is listed on the parent's homeowners insurance. We encourage students to record the serial number of personal instruments as this information would be helpful in case the instrument is lost or stolen. Students should not leave instruments unattended.

Instrument Maintenance:

- Keep instruments clean, inside and out. Valves and slides lubricated, mouthpieces clean, woodwinds swabbed, etc.
- Have all necessary equipment. Valve oil, slide oil, minimum of three working reeds, swab, etc. Have a music lyre and flip folder. Percussionists, be sure to have sticks and a carrier before each performance and all of the appropriate sticks and mallets for marching and concert season.
- Each person is responsible for their own equipment (including music). Drums, cymbals, and mallet instruments must be in cases before departure. Everyone is responsible for making sure their equipment is loaded on the truck/bus

Instrument Maintenance Continued...

- Instruments must be stored in an assigned locker. Do not leave instruments unattended on the band hall floor. This is unsafe for your equipment and is unsightly for the appearance of our facility.
- All color guard equipment must be kept in the appropriate storage area.
- Keeping our band hall clean and instruments in good working order is a matter of pride.
- When returning from a trip, practice, or performance, all students are expected to unload and place equipment back in their designated areas.

Fundraising

Band students from 6th through 12th grade will have the opportunity to participate in band fundraisers during the year. The profits from these funds can be used to cover the costs of band fees and trips. Balances will roll over to the following year if there is any money left.

Refer to Extracurricular Handbook, Section IX. Fundraising and Booster Clubs.

Awards

It is important to recognize students who have displayed outstanding qualities during the course of the year. Excellence in musicianship and service deserve praise and recognition, and students from all proficiency levels will be selected for award recognition at the Annual Band Banquet..

The John Phillip Sousa and Patrick S. Gilmore awards are special awards reserved for graduating seniors. Student recipients are recognized for their leadership, musicianship, and dedication to the band program. Personal achievement at competitions, attitude, and leadership are all considerations for these awards.

Competitions

High school band members participate in various individual and group events throughout the year. Group competitions consist of Invitational Band Contests, UIL Marching and Concert and Sight Reading Contest. Individual contests consist of UIL Solo & Ensemble, ATSSB All Region Jazz & All-Region Band, and Centex Honor Band. Students interested in competing should ask a band director for more details. Students in leadership positions are required to participate in these competitions. Students who aspire to leadership positions are highly encouraged to participate.

Band Boosters

The Italy Gladiator Band Booster is a parent organization that exists to logistically and financially support the Italy Band program. It is made up of parents of current band students and play a major role in the success of the Band by providing significant monetary and volunteer support for band students at all levels. The Boosters have several fundraisers throughout the year, such as the annual Mexican Dinner, Tour D'Italia meal, Annual Band Banquet and running of the concession stands at home football games.. Volunteers are always needed to help work these events in order to support our students. The Boosters also provide scholarships to graduating seniors. Volunteering to work the concession stand is a requirement to be considered for a scholarship. If parents or guardians have questions or are interested in getting involved please contact a director or Sandra Stiles, booster president, or ask the directors for more information.

Refer to Extracurricular Handbook, Section IX. Fundraising and Booster Clubs.

Marching Band

The marching band is the fall component of the high school band program. All members must attend all performances (e.g. pep rallies, parades, games, and contests). Each band member that actively participates in all events will receive P.E. credit for the fall semester. The band will meet during the school day, on Monday nights for rehearsals, and once a week for sectionals. The marching band begins learning music in late July, and starts learning drill on September 7th.. All practices will be scheduled with the intention of avoiding conflicts with other activities/events if possible. Student enrollment in the marching band does not guarantee a marching spot. Marching spots will be assigned according to summer band attendance, playing off of assigned music, and demonstrating mastery of marching fundamentals.

Marching Band Expectations:

- Attend all rehearsals, sectionals, and performances
- Prepare music outside of rehearsal
- Memorize marching show music
- Maintain eligibility every six weeks
- Bring personal water to rehearsals
- Have Coordinate Sheet/Drill Chart at all rehearsals
- Remain quiet and attentive during the full rehearsal
- **Adhere to Italy ISD Student Code of Conduct in Student Handbook**

Yearly Expenses:

- Black Gloves.....\$2
- Uniform Cleaning Fee.....\$10
- Band T-shirt.....\$15
- Instrument Maintenance Fee (Excluded if student owns instrument).....\$25

Other Expenses (approximate pricing as needed / one time expense)

- Black Socks (IF forgotten).....\$3
- Additional Band T-Shirt.....\$15
- Marching Shoes.....\$45

Pep Rallies

The Gladiator band will perform at all pep rallies to provide music entertainment and school spirit. Remember the following:

- All band members perform.
- Everyone will perform in band T-shirts.
- Have all pep music organized in your flip folder and ready to go.
- All playing will be done as a group.
- Show your spirit and support all groups!

Football Game Procedures

The band is the largest spirit organization at the school. At football games, members of the band are a part of the event; we are not spectators. When at games, we are energetic and enthusiastic. From the time we enter the stadium until the conclusion of the game, a multitude of people are watching. Always remember that we are a team and when the band plays, we all play. As long as the football team is on the field, we will be in the stands cheering them on.

Preparation for football games and other performances is very important. There are many pieces of equipment that must go to every performance and it is vital that each student ensures they have all materials. It is expected for every student's instrument and shoes to be clean, polished, and performance ready. Students need uniforms, band shirt, black socks, marching shoes, shako, gauntlets, instrument, and flip folder for every performance unless otherwise instructed.

Guidelines in Stands

- The Gladiator Band will move into and exit the stands as a unit.
- No food or drink (besides water) is allowed in the stands. Let's keep our brand new uniforms looking good! For the same reason, no one is permitted to visit the concession stand during games unless given permission by directors.
- Stay in uniform until instructed to remove coat by directors. At that point we will all remove jackets. An approved band shirt is required to be worn under the uniform in order to remove the jacket. If a student is NOT wearing his/her band shirt, the entire band will remain in coats for the game.
- Do not leave instruments unattended. With the exception of sousaphones and percussion, it should stay in your hands at all times.
- All performances are extensions of the classroom, therefore, no electronic devices are allowed in the stands. Keep cell phones put away.
- Remember all materials, shako, gloves, flip folder, lyre, instrument, etc.
- We all play together or don't play at all.
- During the game, stay focused on providing school spirit through cheering and playing.
- Only band members are allowed in the band section.
- Students will use the restroom before the game or during the third quarter following the performance.
- We will move in an orderly fashion by row to the field area in order to perform halftime show.

Checklist for Inspection

Uniform

- Band members in bibbers and coats, gauntlets, shakos, and marching shoes with long SOLID black socks
- Shoes are clean and polished
- Approved band shirt and athletic shorts are worn under the uniform. No garments should be visible under the uniform. **DO NOT WEAR JEANS UNDER YOUR UNIFORM.**
- Hair must be pulled up and tucked inside of hat
- No jewelry may be worn
- By definition, the uniform is meant to provide uniformity to the band. It is not the time to express individuality.

Percussion

- Clean drum heads & cymbals
- Polish pit equipment
- Three-ring binder or flip folder, organized music, and name on folder
- Extra pair of sticks/mallets
- Drum Captain, ensure walkie-talkie is charged and earpiece is worn

Brass

- Clean, polished, and working instrument with mouthpiece
- Black flip folder, organized music, and name on folder
- All music checked off
- Captains, ensure walkie-talkie is charged and earpiece is worn

Woodwinds

- Clean working instrument and mouthpiece
- 3 clean, unchipped, playable reeds or 1 Legere plastic reed (if applicable)
- All music checked off
- Captains, ensure walkie-talkie is charged and earpiece is worn

Clothing

All clothing worn to band rehearsals should be in compliance with the Italy ISD Dress Code in the Student Handbook. **Tennis shoes are required for marching. NO EXCEPTIONS.** Failure to comply with the dress code will result in a parent conference for the first offense and followed by an administrative conference for any offenses afterward.

Uniforms

When in uniform, you are a representative of your school. Your community and school has invested thousands of dollars so that we can have nice uniforms. They are a symbol of pride and will be cared for.

Marching Uniforms

Marching uniforms are a symbol of pride and we will treat them with great care. A marching uniform is issued to each band member at the beginning of the school year. The uniform consists of bibbers, coat, shako, shako box, shako wrap, plume, gloves, and gauntlets. The school will arrange to have the uniforms cleaned on a scheduled basis. Uniforms will not go home; they will be checked into uniform storage after every performance. Students who fail to properly check in their uniforms after performances will receive a verbal warning for the 1st offense. Repeating offenders may receive disciplinary consequences. It is the responsibility of the student to keep up with all uniform parts. If any part of the uniform is lost or damaged, the student will be responsible for the replacement.

Care and Maintenance of Uniforms

- When the uniform is worn, all component parts are worn unless otherwise instructed by a director or drum major.
- Use care when hanging uniform to avoid wrinkles, fold them by the creases.
- Because our uniforms are dyed, any snags or scrapes will ruin the effect of the coloring. Do not lean against or brush up against any rough or sharp surface while in uniform. Be aware of surroundings.
- No eating in full uniform!
- Students must wear “athletic shorts” that will not show lines from seams or bunch up.
- The official band T-shirt will be worn under the coat. In case of hot weather, coats can be removed if directors instruct so.
- Bibbers should slightly touch the tongue of the marching shoe. No baggy bottoms. A very slight high water look is appropriate. Do not break the crease of the bibbers.
- Black marching shoes are to be kept clean and polished.
- Long SOLID black socks are to be worn. **NO WHITE SOCKS!**

Care and Maintenance of Uniforms Continued...

- Long hair must be tucked under the shako when worn.
- Shakos and Coats will not be worn backwards.
- No jewelry may be worn.
- If there is damage to the uniform, immediately notify a director.
- Students are expected to personally check in uniforms to the uniform manager. If a director or uniform personnel has to pick up an unattended uniform, disciplinary action will be taken.

Overnight Trips

The band will occasionally be required to stay overnight at hotels or camp facilities. When such trips occur, students are expected to follow district dress code and behavior guidelines. Chaperones and directors will be responsible for monitoring and ensuring all students are in the rooms assigned. Boys will always room with boys and girls with girls. IF a member leaves his/her room past curfew or is in a room where he/she does NOT belong, the directors will immediately call the parent or guardian and return the student back home. That member's participation in the band program will be reviewed with Italy ISD administrators upon returning to the district.

Refer to Italy ISD Student Code of Conduct in Student Handbook.

Letterman Jackets

Letterman jackets in band represent a student's notable achievement and service to the band program. HIGH SCHOOL STUDENTS must be in good standing with the band in order to be eligible for receiving a letterman. Band letterman jackets will be earned when students meet at least one of the following criteria:

- A student qualifies for the following STATE level performance competitions: State marching contest, ATSSB All-State Band, UIL State Solo & Ensemble, ATSSB All-State Jazz Band
- A high school student has been a performing member of the high school band for 3 consecutive years.

ITALY BAND HANDBOOK ACKNOWLEDGEMENT FORM

(Please return with other band forms by August 25, 2020)

By signing this form, I am stating that I have read and understand the policies and guidelines written in the Italy ISD band handbook. I accept the privileges and responsibilities as a member in the Italy ISD band program and promise to uphold my actions and attitudes, those qualities which will honor the band and school.

Student Printed Name (on line above)

Student Signature (on line above)

Date

Parent or Legal Guardian Printed Name (on line above)

Parent or Legal Guardian Signature (on line above)

Date

BAND STUDENT INFORMATION SHEET

Please PRINT the following information clearly and completely.

Full Name _____ Grade _____ Instrument _____

Mailing Address _____

City _____ Zip Code _____ Cell Phone _____

Email _____ T-Shirt Size _____

Parent Information

Parent/Guardian #1 Name _____ Relationship _____

Mailing Address (If different from student) _____

City _____ Zip Code _____ Email _____

Cell Phone _____ Home Phone _____ Work Phone _____

Parent/Guardian #2 Name _____ Relationship _____

Mailing Address (If different from student) _____

City _____ Zip Code _____ Email _____

Cell Phone _____ Home Phone _____ Work Phone _____

Emergency Contact (other than parent or legal guardian)

Name _____ Cell Phone _____

TRAVEL PERMISSION FORM

2020 - 2021 Academic School Year

Students must complete this form in order to travel with the band.

Permission is hereby granted to _____ to travel as a performing member of the Italy Gladiator Regiment Band. Students will be expected to travel to and from all performances via school provided transportation. A student may be released only to parents after a performance or activity if arrangements by the parents have been made with the band director prior to the performance/activity AND a signed letter is submitted for director's documentation. Special arrangements for transportation other than described above must be cleared with the director in advance.

By signing this form, I, _____, understand that the student is expected to abide by the Italy ISD Student Handbook and Extracurricular Handbook. The student will be expected to comply with normal requests and precautions made by the band directors, sponsors, and/or chaperones. I also understand that liability for loss of personal or school property lies solely with the student while he/she is involved in a scheduled performance/activity or class. My signature signifies my endorsement and approval of the policies and regulations pertaining to this organization and its functions. I hereby release Italy ISD, Italy Bands, its directors, sponsors, and chaperones from liability which might result from the enforcement of the policies and regulations or from accident or injury which might occur in connection with this activity. The student on this form is being permitted to participate with my full knowledge and consent.

Student Printed Name (on line above)

Student Signature (on line above)

Date

Parent or Legal Guardian Printed Name (on line above)

Parent or Legal Guardian Signature (on line above)

Date

Band Fees

DUE: FRIDAY, 25 SEPTEMBER, 2020

Please make checks payable to Italy ISD, cash is also accepted.

Annual Fees

Black Gloves.....	\$2
Uniform Cleaning Fee.....	\$10
Band	
T-shirt.....	\$15

TOTAL ANNUAL FEES \$27.00

Instrument Maintenance Fee

If you are using a school owned instrument you must pay a \$25.00 fee which covers damage incurred during regular use. This fee is waived if you own your own instrument.

.....\$25

TOTAL INSTRUMENT MAINTENANCE FEE (IF APPLICABLE) \$25.00

Other Expenses

Check Applicable Needs - For example, if your child already owns a pair of marching shoes you do not need to purchase them again.

	Black Socks (Sold ONLY if you forget them for performance).....	\$3
QTY _____	Additional Band T-Shirt (Shirts for Parents will sell Separately).....	\$15
QTY _____	Marching Shoes (Necessary for 1st Year Members).....	\$45

TOTAL OTHER EXPENSES

\$ _____

Annual Fees + Instrument Maintenance Fee (If Applicable) + Other Expenses :

GRAND TOTAL \$ _____

Stafford Elementary
“Better.Together.”

Be a Stafford HERO

Helpful
Engaged
Respectful
On task



2020-2021
Campus Handbook

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CAMPUS CALENDAR

The official campus calendar is on google. The calendar can be accessed by all employees. If you need something added to the calendar, please notify Mrs. Baggerly.

ANNOUNCEMENTS

The principal/administrative designee will make announcements each morning. Teachers should ensure that students are quietly seated for the morning announcements. All students and staff members are expected to observe the pledges and moment of silence.

Staff members wishing to have an announcement made must submit the announcement in writing to the office prior to 7:50 a.m.

Please adhere to the announcement schedule for your classroom. Send your students prior to 8:00 a.m.

DRESS CODE

Teachers and staff should dress professionally at all times (slacks, skirts & dresses of the appropriate length). If a teacher wonders if something is appropriate or not, they should not wear the item. If clothing is worn to school that does not meet a professional decorum for your position, you will be required to go home and change your attire.

DRESS CODE (STUDENTS) (See student handbook for specifications)

Teachers are responsible for enforcing the student dress code. Minor infractions (code violations that do not distract from the learning environment) should receive a notice to parents. If the problem persists, the teacher will make a phone call home.

DAILY DUTY SCHEDULE (Schedule attached)

Each teacher will be assigned duties during the school day. Please be conscientious of time.

SUPERVISION

In the case of an emergency, if you need to leave your classroom during instructional time, please ask a neighboring teacher to watch your class for the few minutes you will be gone.

Unsupervised classrooms will not be tolerated. Administrative action will be taken immediately.

Hallway supervision is imperative. Students are not to be left unattended at any time.

STAFF SCHEDULES

All persons assigned to Stafford Elementary have daily schedules approved by the principal. Each person is responsible for being on schedule/task each day unless revised or approved by the principal or designee.

ABSENCES

When it becomes necessary to be absent, contact Mr. Bray 972-935-2688 and Mrs. Varner 214-354-0084 to notify us of the absence. You should also utilize the district sub-finder procedure to input the absence and request a substitute. Notifying office personnel does not absolve you from using the sub-finder system. Be sure to include the explanation of absence in the notes section.

SUBSTITUTE FOLDERS

Each teacher is required to prepare a yellow folder for the substitute teacher in case of an emergency absence. The substitute folder should be easily accessible and contain the following:

1. Updated seating chart
2. Schedule of classes and duties
3. Teachers general policies
4. Names of students whom the substitute could depend upon for assistance.
5. Names of nearby teachers.
6. Work for the students.

VISITORS

ALL visitors, including parents, spouses / significant others, and relatives, must check in with the office to obtain a visitor badge for security purposes. If a parent / visitor shows up at your classroom without a badge, please ask them to return to the office and notify the office staff immediately. If a parent refuses to leave your classroom, or is causing a problem, send a student to the office with your red gingerbread man.

BUILDING SECURITY

All entrance doors, except the front office, are to remain locked during the school day. Do not prop open a door at any time – **this includes recess.**

RED GINGERBREAD MAN SYSTEM

If there is an emergency which prevents you from calling the office (irate parent or other emergency) please use the red gingerbread man. Have a student trained to grab the gingerbread man and bring it quickly to the office. This will signal the office that you are in need of emergency assistance and someone will respond immediately.

FACULTY/STAFF MEETINGS

Meetings will begin promptly at 3:45. The schedule is as follows: Tuesdays – as needed.

TELEPHONE USE

The office will not forward personal calls to classrooms during instructional time. Notify the office if you are expecting an important call. Students who are not feeling well may not use classroom phones to call home. If a student is not feeling well, they must be sent to the nurse's office. The nurse will determine if the student needs to call home.

CELL PHONE USE BY TEACHERS WILL NOT BE PERMITTED (talking nor text). Teachers may use their phones only during their planning period & lunch and outside of common areas. See student handbook for specifications on student cell phone policy.

CAFETERIA / RECESS PROCEDURES

Teachers must adhere to the cafeteria schedules. Designated grade level teachers will alternate with team members between cafeteria and recess duty. Your duty-free lunch is at the designated time when your team members are on duty, and you are off. **Be sure to bring your class on time, and leave on time.** Students are to be supervised at ALL TIMES. During recess, teachers are to be up and actively monitoring children the entire time.

STUDENT TARDIES

Morning tardies are issued at the office beginning at 8:00. The tardy is put in the attendance register by Mrs. Baggerly. **Please do not enter any tardies in your attendance register.** When a student receives their 3rd + tardy slip, their teacher is required to make parent contact.

MORNING RESPONSIBILITIES

All teachers must report by **7:30**. Classroom teachers are to greet students **at their door**. A journal/(bell ringer) activity should be displayed in each classroom as students begin entering at 7:50.

LEAVING CAMPUS

The front office must be notified prior to leaving campus during your work hours. If no administrator is available, contact Mrs. Varner. Failure to do so may result in disciplinary action.

RESTROOMS

Teachers will need to plan restroom breaks, and take the entire class at one time. Teachers are responsible to check the condition of the restroom before and after their class uses the restroom.

Individual restroom breaks should not take place unless it is a true emergency. A trusted student should accompany the student to ensure the child remains safe and the restroom is kept clean.

Custodial concerns in the restroom should be immediately reported to the office.

ATTENDANCE PROCEDURES

Teachers are responsible for checking and reporting student attendance each day by **9:50 am**. Accuracy in reporting attendance is crucial for state funding. Teachers should contact the parents of any students with multiple absences and notify the front office by email.

CLASSROOM APPEARANCE

Teachers should make an effort each day to have all students pick up excess trash on the floor and straighten the room. Lunch trays should not be thrown away in the classroom trash cans. Room arrangements should be conducive to student learning. Teacher areas should be small and organized. **All classrooms are to be neat and organized, and remain clutter-free at all times. All non-furniture items should be removed from the floor and boxes should be emptied. All instructional items that are not in use should be organized and neatly stored. Student work areas should be clutter-free as well. Please utilize the teacher's lounge. Any classroom food items must be secured in a storage bin, ideally glass or tin.**

MAINTENANCE WORK ORDERS

Requests for repairs should be entered into Eduphoria.

FIELD TRIPS

All field trips must be academic in nature and directly linked to TEKS objectives. Must be approved and scheduled prior to Christmas Break.

FIRE DRILLS

Fire drills will take place monthly. Teachers should exit the building with their students and an attendance sheet or class roster. Roll should be taken immediately (using NaviGate Prepared) upon arriving outside.

GRADING POLICY

11 assignments per 6 weeks (minimum) - 9 daily (70% of grade), 2 test (30% of grade)

Zeros are not permitted at any grade level. Students must be compelled to complete all work. All teachers will adhere to the grading policies as outlined in the *Grading Policies and Regulations* manual.

For students who will be receiving a failing grade on a report card, parents must be notified a week prior to grades being posted.

If a student fails any 6 week period, a failing conference must be held. The conference must be held within 5 school days of the report. A parent, student, and teacher must attend. Documentation of the meeting must be turned into the principal within 6 school days of the report card going home.

ALL graded papers will be sent home on THURSDAY of the following week in the student's folder.

INTERVENTION

Campus-wide intervention 7:50-8:20

Monday: Reading

Tuesday: Reading

Wednesday: Math

Thursday: Reading/SC/SS

Friday: ZAP (Zeros Aren't Permitted! Students have the opportunity to make up zeros, redo assignments, make up missing work)

PROGRESS REPORTS

Progress reports will be posted in parent portal according to the district dates. Parents must receive notification on the dates that progress reports are posted.

Parents should be notified of failing averages prior to progress reports / report cards going home.

If a student is passing at progress report time and falls to failing status, a parent should be immediately notified.

PLANNING PERIOD

Teachers are scheduled for this period to make preparations, attend meetings/ARDs, grade papers, and have parent/teacher conferences. All work should contribute to the improvement of the instructional program. **If a need arises to leave campus during your planning period, you must notify the office.**

LESSON PLANS

Lesson plans should be completed using **Forethought** in Eduphoria. Lesson plans should be completed in segments that are in alignment with the scope and sequence in TEKS Resource system. They are due **by 8:00am on Monday of each week.**

TEAM MEETINGS

Team meetings are held each Wednesday during the grade level planning period. The team leader is responsible for completing the agenda form and running the meeting. Meetings are intended for collaboration. They should be focused on lesson plans, strategies for student learning, and RtI data collection. The meeting will take place **with or without** the presence of an administrator. Team leaders are to ensure the meetings are on time and focused. Agendas and notes should be given to the administrator present.

PROMOTION/RETENTION

After the first semester, each teacher should compile a possible retention list. Documented parent contact must be made during the 4th, 5th, and 6th grading periods. A checklist of needed objectives must be completed and parents must be given ideas of

things they can do at home for their student. This meeting can be held in conjunction with a 6-weeks failure meeting.

SSI grade teachers are required to attend the Grade Placement Committee Meeting prior to the beginning of each school year.

VIDEOS

All visual media must be directly related to scope and sequence. Movies will not be shown in classrooms at any time. Be creative for inside recess.

ACCOUNTABILITY

Teachers will have regular meetings to discuss instructional intervention for themselves and / or students. Attendance at Professional Development sessions are mandatory. Teachers that cannot maintain the high academic standards as set forth by Mr. Bray and Italy ISD are subject to academic growth plans.

Any and all growth plans will greatly affect teacher evaluations and contract decisions.

DISCIPLINE (see specifications on Behavior Intervention Plan and Behavior Chart)

Teachers should set behavior expectations and classroom routines in their rooms. All classrooms will follow the Color System. The Color System Chart will be displayed in each room. The Color System must maintain its value; therefore color changes should be used with great caution. Teachers will use the following system to maintain consistency with discipline:

- Step 1 – Verbal warning
- Step 2 – Private conference w/ student
- Step 3 – Contact parent
- Step 4 – Removal of 1 privilege
- Step 5 – Office referral

Students should be sent to the office immediately, only in severe situations (i.e. fighting, vandalism, creating an environment that is detrimental to others). The office is not a classroom. When sending students to the office, ensure that they have work to complete. Their issue may not always be resolved immediately. For additional resources and strategies on behavior management, consult www.PBISworld.com.

Students will not sit in the hallway unsupervised. This is not an appropriate discipline technique.

Remember, when you write a referral, you are outsourcing your discipline.

IN SCHOOL SUSPENSION (ISS)

ISS can only be assigned by the administrators. **Teachers are not allowed to assign a student to ISS (for any length of time).** If one of your students is placed in ISS, you will receive notification and in turn must send class work for that student. Be sure to send enough work to keep your student's mind engaged.

COPIES

Teachers have the availability to make their own copies. Use this responsibly, so that we do not have to have copy restrictions.

PARKING

During regular school days all staff members must park in the designated parking lot or parking.

TEACHER ACCOUNTABILITY

Stafford classrooms will have powerful instruction at all times. Teachers will not be permitted to **sit at their desk or computer during their instruction times.** Please refrain from emailing or sitting at your desk while you have students. **Supervise and instruct students at all times.**

Attachments - coming soon

- Stafford Master Schedule
- Lunch, Recess, and Co-Curr. Schedule
- Duty Schedule
- Early Morning Duty Schedule
- Announcement Schedule
- Dismissal procedures

Stafford Elementary

Lunch/Recess/Planning Schedules

2018-2019

PLANNING	
PreK	11:30 – 12:15pm
Kinder	12:20 – 1:05pm
1 st	12:20 – 1:05pm
2 nd	8:30 - 9:15am
3 rd	8:30 - 9:15am
4 th	11:00 – 11:45am
5 th	10:10 – 10:55am
6 th	9:20 - 10:05am
CBI	8:30 - 9:15am

LUNCH	
PreK & CBI PK-1st	10:30 – 11:00am
Kinder	10:30 – 11:00am
1 st	11:00 – 11:30am
2 nd	11:15 – 11:45pm
3 rd	11:30 – 12:00pm
4 th & CBI 2-6 th	12:00 – 12:30pm
5 th	12:30 – 1:00pm
6 th	1:00 – 1:30pm

RECESS	
PreK	11:00 – 11:30am
Kinder	11:00 – 11:30am
1 st	11:30 – 12:00pm
2 nd	11:45 - 12:15pm
3 rd	12:00 – 12:30pm
4 th	12:30 – 1:00pm
5 th	1:00 – 1:30pm
6 th	1:30 – 1:45pm

Stafford Elementary

Duty Schedule 2019-2020

Location	Staff Member and Time
Cafeteria AM	Follow the Early morning duty schedule.
Gym AM	Follow the Early morning duty schedule.
Hallway AM	Hampton (7:30-7:45) Barrett (7:30-8:00)
Front Door AM	Baggerly (7:15-7:30)
Lunch Duty	10:30-11:00 F. Allen & A. Booth 11:00-12:00 Hampton(11-11:45) & Escamilla (11:15-12:00) 12:00-12:30 Shaeffer (12-1:00) & 1 4 th grade teacher 12:30-1:00 Shaeffer & 1 5 th grade teacher 1:00 -1:30 1 6 th grade teacher & Galvan 1:10-1:30
Gym PM	At least 1 teacher per grade (grade levels with 3 teachers need to divide based on headcount)
Bus PM	At least 1 teacher per grade (grade levels with 3 teachers need to divide based on headcount)
Walkers	L. Allen, Janek, Barrett, & Meeks
Late pick up	Mrs. Varner and Mrs. Baggerly
Main Hall at Dismissal	<u>ALL staff</u> members not on PM duty 3:25-3:35

Stafford Elementary

Early Morning Duty

Report time is 7:15am

Week of Date	Staff Members
August 19th	PK Teachers (2) and 6th Grade (3)
August 26th	Kinder (2) and 5th Grade (3)
September 2nd	1st Grade (2), Nurse Chambers, and CBI Teachers (2)
September 9th	2nd Grade (2), Shaefer, Meeks, and CBI Aides (2)
September 16th	3rd Grade (2), PK Aides (2), Escamilla
September 23rd	4th Grade (3), Hampton, and Barrett
September 30th	Co-curr (3), L. Allen, and Janek
October 7th	PK Teachers (2) and 6th Grade (3)
October 14th	Kinder (2) and 5th Grade (3)
October 21st	1st Grade (2), Nurse Chambers, and CBI Teachers (2)
October 28th	2nd Grade (2), Shaefer, Meeks, and CBI Aides (2)
November 4th	3rd Grade (2), PK Aides (2), Escamilla
November 11th	4th Grade (3), Hampton, and Barrett
November 18th	Co-curr (3), L. Allen, and Janek

Stafford Elementary

Early Morning Duty (cont.)

Report time is 7:15am

Week of Date	Staff Members
December 2nd	PK Teachers (2) and 6th Grade (3)
December 9th	Kinder (2) and 5th Grade (3)
December 16th	1st Grade (2), Nurse Chambers, and CBI Teachers (2)
January 6th	2nd Grade (2), Shaefer, Meeks, and CBI Aides (2)
January 13th	3rd Grade (2), PK Aides (2), Escamilla
January 20th	4th Grade (3), Hampton, and Barrett
January 27th	Co-curr (3), L. Allen, and Janek
February 3rd	PK Teachers (2) and 6th Grade (3)
February 10th	Kinder (2) and 5th Grade (3)
February 17th	1st Grade (2), Nurse Chambers, and CBI Teachers (2)
February 24th	2nd Grade (2), Shaefer, Meeks, and CBI Aides (2)
March 2nd	3rd Grade (2), PK Aides (2), Escamilla
March 16th	4th Grade (3), Hampton, and Barrett
March 23rd	Co-curr (3), L. Allen, and Janek

Stafford Elementary

Early Morning Duty (cont.)

Report time is 7:15am

Week of Date	Staff Members
March 30	PK Teachers (2) and 6th Grade (3)
April 6th	Kinder (2) and 5th Grade (3)
April 13th	1st Grade (2), Nurse Chambers, and CBI Teachers (2)
April 20th	2nd Grade (2), Shaefer, Meeks, and CBI Aides (2)
April 27th	3rd Grade (2), PK Aides (2), Escamilla
May 4th	4th Grade (3), Hampton, and Barrett
May 11th	Co-curr (3), L. Allen, and Janek

Stafford Elementary

Announcement Schedule

Student should arrive in the office no earlier than 7:55am

Week of Date	Staff Members
August 26th	Martinez
September 2nd	Prowell
September 9th	Riddle
September 16th	Edwards
September 23rd	Spraberry
September 30th	Wright
October 7th	Cheever
October 14th	Garcia
October 21st	Hellner
October 28th	Haake
November 4th	Souder
November 11th	Hyles
November 18th	Lyons
December 2nd	Mathers
December 9th	Malone
December 16th	Dorazil
January 6th	Nelson
January 13th	Rasberry
January 20th	Sims
January 27th	CBI
	The remaining dates will be based on incentives.

Stafford Elementary

Dismissal Procedures

1. At 3:25 a bell will sound, Teachers will begin escorting their students into the hallway.
2. Students should be divided into 2 groups (car riders and walkers/bus). The walkers will need to be at the front of your grade level's bus line.
 - a. car will line up on the North side of the hall. (side closest to the front office)
 - b. walkers/bus will line up on the South side of the hall. (side closest to the field)
3. At 3:30 Car riders will be escorted to the gym.
4. At 3:32 Walkers/Bus will be escorted to the front of building stopping at their check point. Once given the signal you may begin to escort them to the bus.
5. Students will walk quietly in a single file line to their destination.
6. All teachers without a homeroom will clear their hallway and help in the main hall until all students have exited the building.
7. All teachers must be in the hallway every day. **No Exceptions, No Excuses.**

Stafford Elementary (Italy ISD) Student Handbook

If you have difficulty accessing the information in this document because of disability, please contact the district at helpticket@italyisd.org or call 972-483-1815

Stafford Elementary Student Handbook

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CAMPUS-SPECIFIC AND/OR DISTRICT MATERIAL HERE:

Stafford Elementary, serving PreK-6th grade

- Member names of the board of trustees: Allen Richards, President; Cortney Janek, Vice President; Dennis Perkins, Jr., Secretary; Tessa South, School Board; Kyle Holley, School Board; Ashton Russ, School Board; Shawn Holden, School Board
- Don Clingenpeel, Superintendent
- J. Lance Bray, Principal; Seth Hay, Assistant Principal
- Natalie Barret, School counselor
- Dodie Chambers, Nurse
- Stafford Elementary, 301 Harris Street, Italy, Tx 76651 972.483-6342
- Italy Central Office: 300 College, Italy, Tx, 76651 972.483.6152
- The campus school start time is 7:50 and end time is 3:25

Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Stafford Elementary Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Stafford Elementary/Italy ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at

Stafford Elementary Student Handbook

italyisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at *Stafford Elementary*.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the Italy ISD District office.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact J.Lance Bray, campus principal.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- [Acknowledgment Form **Or** Acknowledgment of Electronic Distribution of Student Handbook],
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 13 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 14 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the district office, Danette Dearing, 300 South College, Italy, Tx 76651 or call 972.483.1815.

Stafford Elementary Student Handbook

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

Formal request through campus nurse

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, Dodie Chambers, Nurse can be reached at dchambers@italyisd.org and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 54.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must [return the form included in the forms packet Or submit a written statement to the campus principal stating this decision]. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

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For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are not allowed at Stafford Elementary

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide 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 this information. Any objection must be made in writing to the principal [within ten school days of the student’s first day of instruction for this school year [See **Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

If the district has not separated its directory information list at FL(LOCAL) and uses the sample Required Forms for Districts with One Directory Information List]The district has identified the following as directory information: *items listed as directory information in FL(LOCAL)*. If a parent objects to the release of the student’s information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,

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- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 18.

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

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

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

Stafford Elementary Student Handbook

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

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

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

See Italy District handbook

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A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 64 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

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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, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC.]

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

Instructional Materials

A parent has the 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.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,

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

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 13, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

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Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

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

- When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - 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.

FERPA also permits the disclosure of personally identifiable information without written consent:

- 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.

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Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 13.]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

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

The address of the superintendent's office is 300 South College, Italy, Tx 76651.

The address of the principal's office is: 301 Harris Street, Italy, Tx 76651..

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

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Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 66, **Complaints and Concerns** on page 36, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office at 300 South College, Italy, Tx 76651.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

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The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** on page 31, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

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The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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

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 a diploma from the previous district if the student meets its graduation criteria.

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 40, **Course Credit** on page 44, and **A Student in Foster Care** on page 72.]

A Student Who Is 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page 40, **Course Credit** on page 44, and **Students who are Homeless** on page 73.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Elizabeth McDaniel at 962-483-1815..

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Natalie Barrett at 972-483-6342.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26.]

Visit these websites for information regarding students with disabilities and the family:

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

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Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks 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 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.

[See **English Learners** on page 47 and **Special Programs** on page 71 .]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact Natalie Barrett at 972-483-6342.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;

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- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship 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.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Failure to Comply with Compulsory Attendance

All Grade Levels

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

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

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Students with Disabilities

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

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is Lisa Jacinto). For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 27 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- 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 discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at *10:00 a.m.*

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the

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illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and 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 absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teedriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at italyisd.org. Hard copies of any reports are available upon request to the district's administration office.

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

Awards and Honors (PreK-6th grade)

Contact Stafford Elementary office for more details

Bullying (All Grade Levels)

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

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- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

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A student may anonymously report an alleged incident of bullying by talking to Natalie Barrett, school counselor.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 22.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments** on page 22, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41, **Hazing** on page 51, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 57.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at (see district handbook). Trafficking includes both sex and labor trafficking.

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Warning Signs of Sexual Abuse

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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- 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; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and

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- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, 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.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)

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- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Communications—Automated (All Grade Levels)

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 66 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 66 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at italyisd.org. The complaint forms can be accessed *online* at italyisd.org or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.

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- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

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

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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 contact information for each campus behavior coordinator is available on the district's website at italyisd.org and is listed below:

Seth Hay

shay@italyisd.org

972.483.6342

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

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- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

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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, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should ask to see Natalie Barrett, school counselor. 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.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 54, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 33.]

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

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 or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

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Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district’s board of trustees. Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student’s parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

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A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office [or on italyisd.org]. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or 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, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

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Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not 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.

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Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 31]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

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Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are _virtual learning option per 6 weeks__.

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 48.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the Italy district office.

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, newspapers, yearbooks, brochures, flyers, etc.

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than [*number listed at FNAA(LOCAL) that defines distribution*] 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

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nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The *[position listed at FNAA(LOCAL) as responsible for designating time, place, and manner restrictions for distribution of nonschool literature from students]* has designated school office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the *[position listed at GKDA(LOCAL) as responsible for prior review of nonschool literature from community members]* for prior review. The *[position listed at GKDA(LOCAL) as responsible for prior review of nonschool literature from community members]* will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The *[position listed at GKDA(LOCAL) as responsible for designating time, place, and manner of distribution of nonschool literature from community members]* has designated school office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following: see Italy district handbook.

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If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 73.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 70 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, 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 in accordance with 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 56 and **Standardized Testing** on page 72.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. 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.

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 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 Spanish, as mentioned at **Standardized Testing** on page 72, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-

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course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 74.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

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- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 74.]

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

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the Italy district office. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

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

Students with Disabilities

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

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies

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and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 31 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with

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diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

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 (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

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As noted at **Bacterial Meningitis** on page 56, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

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

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may 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 health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See also **Food Allergies** on page 57.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;

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- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

See *Stafford handbook* or *campus counselor* for more details.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEF for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 11 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 38 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 57 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 58 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

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

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

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Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings / Examinations

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

[Choose if applicable to your regional education service area:] Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at italyisd.org for information regarding meningitis.

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

[See **Immunization** on page 52.]

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Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at italyisd.org.

[See **Celebrations** on page 33 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26 and contact the school nurse for more information.]

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 cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

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- The campus full-time nurse, _____Dodie Chambers_, at __972-483-6342__.
- The campus full-time school counselor, __Natalie Barrett__, at __972-483-6342__.
- The local public health authority, Jackie Cate, which may be contacted at 972-483-1815.
- The local mental health authority, Kim Hopgood, which may be contacted at 972-483-7411.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <http://www.italyisd.org/student-policies-and-handbooks>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Jackie Cate at 972-483-1815 for further information regarding these procedures and access to the District Improvement Plan.

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

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

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[See **Human Sexuality Instruction** on page 15 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Kim Hopgood with questions about the content or implementation of the district's wellness policy and plan.

Homework

GRADING POLICY

11 assignments per 6 weeks (minimum) - 9 daily (70% of grade), 2 test (30% of grade)

Zeros are not permitted at any grade level. Students must be compelled to complete all work. All teachers will adhere to the grading policies as outlined in the *Grading Policies and Regulations* manual.

For students who will be receiving a failing grade on a report card, parents must be notified a week prior to grades being posted.

If a student fails any 6 week period, a failing conference must be held. The conference must be held within 5 school days of the report. A parent, student, and teacher must attend. Documentation of the meeting must be turned into the principal within 6 school days of the report card going home.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it 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 the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.

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

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

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

[See policy FL(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

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For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Due to Covid-19 protocols, no visitors are allowed in the building for any reason, including lunch.

At Any Other Time during the School Day

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

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

Lost and Found

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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The student will be responsible for obtaining and completing the makeup work 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.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 29.]

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

A student will be permitted to make up tests and 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 timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district 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 Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district’s Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

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The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: *Don Clingenpeel, 300 South College, Italy, Tx 76651. 972-483-1815*. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: *[Don Clingenpeel, 300 South College, Italy, Tx 76651. 972-483-1815*. For all other concerns regarding discrimination, see the superintendent: *Don Clingenpeel, 300 South College, Italy, Tx 76651. 972-483-1815*. [See policies FB, FFH, and GKD for more information.

Nontraditional Academic Programs (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 38.]
- 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 972-483-6342 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 66.]
- Becoming a school volunteer. [See **Volunteers** on page 76 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: *PTO*

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- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact *office of the Superintendent* and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 57 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the *third Thursday* of each month at 5:30] p. m. at Italy Central Office at 300 South College, Italy, Tx 76651 An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Italy Central Office at 300 South College, Italy, Tx 76651 and online at italyisd.org.[See policies BE and BED for more information.]

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 16.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

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

Elementary and Middle/Junior High Grade Levels

In grades PreK-Kinder, promotion is based on *[refer to your EIE(LOCAL) and include promotion standards for the respective grade levels here]*. PROMOTION/RETENTION is based on standards grading.

In grades 1st-6th, promotion is based on *[refer to your EIE(LOCAL) and include promotion standards for the respective grade levels here]*. PROMOTION/RETENTION is based on receiving a 70 or higher on end of year final averages for all core subjects. If a score in a core subject is below a 70, a campus GPC- grade placement committee meeting will happen and documented in Eduphoria.

After the first semester, each teacher should compile a possible retention list. Documented parent contact must be made during the 4th, 5th, and 6th grading periods. A checklist of needed objectives must be completed and parents must be given ideas of things they can do at home for their student. This meeting can be held in conjunction with a 6-weeks failure meeting.

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. –
Suspended for the 2020-2021 school year.

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 high-school credit course with a corresponding end-of-course (EOC) 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.

[See **Standardized Testing** on page 72.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education

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services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. 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.

Release of Students from School

[See **Leaving Campus** on page 60.]

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

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

At the end of the [first three weeks of a grading period, parents will receive a progress report if their child's performance [in any course/subject area **Or** in English language arts, mathematics, science, or social studies] is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 63 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the [principal **and** superintendent] pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 50 and policy EIA(LOCAL) for more information.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 2 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Safety (All Grade Levels)

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

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- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by using the italyisd.org website or contacting the campus principal__.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

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, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: _Phone calls, parent emails, School Rush, District Facebook, district website_.

[See **Communications-Automated, Emergency** on page 36.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 72.]

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact _Michael Chambers_, the district's designated asbestos coordinator, at _972-483-1815.

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See _campus office or italyisd.org_ to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information

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regarding these policies and guidelines, see the *district handbook*. [See policy FFA for more information.] Vending machines are not available to elementary students.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. 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 questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Michael Chambers_, the district's IPM coordinator, at 972-483-1815_.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Stafford Elementary Library (PreK-6th)

Will only be open for students to use with their classroom teacher at this time due to Covid-19 protocols.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

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

- *Cafeteria for Breakfast, 7:15-7:50*
- *Gym, 7:15-7:30. Students must sign in a line with their appropriate class.*

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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Meetings of Noncurriculum-Related Groups

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

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Telecommunications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 46 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[If the district conducts drug testing of students, include a statement here.] The district's policy FNF(LOCAL) will address board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids** on page 54.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact _Natalie Barrett, Stafford Counselor, 972-483-6342.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

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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. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment 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

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

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

Students in Foster Care (All Grade Levels)

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

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Please contact Natalie Barrett, who has been designated as the district's foster care liaison, at 972-483-6342 with any questions.

[See **Students in the Conservatorship of the State** on page 22.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Danette Dearing*, at 972-483-1815.

[See **A Student Who is Homeless** on page 23.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: *daily announcements, more information coming further, etc.* If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 56 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

For more information on summer school for Stafford Elementary, please see italyisd.org or call campus office.

Tardies (All Grade Levels)

A student who is more than 5 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

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

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

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

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[See **Safety Transfers/Assignments** on page 22, **Bullying** on page 31, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 24, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page 70.]

Buses and Other School Vehicles

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

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

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Michael Chambers, 972-483-1815.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

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Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Elizabeth McDaniel, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

Visitors to the School (All Grade Levels)

*****All Visitors rights have been suspended until further notice due to Covid-19 health and safety protocols.*****

General Visitors

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

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or

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- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On date TBD, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. See Natalie Barrett, Stafford counselor for more details.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus office for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

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Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

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

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

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PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and 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.

Stafford Elementary Student Handbook

Appendix: Freedom from Bullying Policy

State law requires that the district's policy on bullying be distributed in its Student Handbook(s). The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/428?filter=FFI>. Below is the text of *Italy ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10.09.2017

At Italy ISD we have 2 ways for students and parents to report bullying. You can use the Anonymous "Report Bullying" Link, or "Speak up".

[Report Bullying](#)

[ITALY ISD TO IMPLEMENT SAFETY TIPLINE](#) Speak up

Share concerns about your classmates or school safety

EMAIL, CALL, OR TEXT

speakup@italyisd.org

469-428-7357

Bullying

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported.

Stafford Elementary Student Handbook

The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

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Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Stafford Elementary Student Handbook

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

abuse and neglect, see FFG.

**Italy Independent School District
Extracurricular Handbook
as of the 2020-2021 school year**

I. Extracurricular Activities

The term "extracurricular activities" means, without limitation, all interscholastic athletics, cheerleading, academic clubs, special interest clubs, musical performances, student government, and any other activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of the district. The term includes any non-curricular event and membership or participation in groups, clubs, and organizations recognized and approved by the District. All extracurricular activity participants are subject to the provisions of this Extracurricular Handbook. Additionally, individual activities may have additional rules and requirements particular to such activities. A student's participation in a particular extracurricular activity is conditioned upon the student's compliance with the requirements and standards of behavior set forth in the individual extracurricular activity handbook, the Italy ISD Student Code of Conduct outlined in the Student Handbook, and the Italy ISD Extracurricular Handbook.

II. Jurisdiction

Student participation in extracurricular activities is encouraged, however admission into athletics is determined by the district Athletic Director. Italy ISD makes extracurricular activities available as an extension of the regular school program, with this important difference: participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries additional expectations for acceptable conduct. Students engaging in extracurricular activities represent not only themselves, but also other students and the district when performing, competing, or participating in extracurricular activities and while wearing uniforms or other clothing that identifies the student to the community or public in any setting as Italy ISD students. For this reason, their behavior must be exemplary and reflect the finest attributes of the total Italy ISD student body **at all times and places.**

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

Because participation in extracurricular activities is a privilege and not a right, Italy ISD is authorized to set higher standards for participants of extracurricular activities than it would for those students who choose not to participate in these activities. Therefore, this *Extracurricular Handbook* will be enforced with all students grades 7th –12th participating in extracurricular activities:

- Regardless of whether school is in session;
- Regardless of whether the offense occurs on or off school property or at a school-related event;
- Regardless of whether the student is directly involved with the extracurricular activity at the time the prohibited conduct occurs;
- Regardless of whether the extracurricular activity is in-season; and
- Regardless of where and when the conduct occurs.

It is possible that a student who violates the *Italy ISD Student Code of Conduct* will incur consequences from both the appropriate school administrator and from his or her coach, director or sponsor for the same particular violation. However, the standards of the *Italy ISD Extracurricular Handbook* are independent of the *Italy ISD Student Code of Conduct*, and therefore it is also possible that a student participating in extracurricular activities could violate the individual extracurricular activity's handbook and/or the *Italy ISD Extracurricular Handbook* and be subject to discipline by a coach, director or sponsor without having violated the *Italy ISD Student Code of Conduct*.

III. Conduct Expectations

The following conduct is expected of all participants. Failure to meet these expectations can result in disciplinary action by the coach, director or sponsor:

- Student commitment to a team or organization is expected for the entire season or activity. Students are encouraged to participate in more than one extracurricular activity; however, students may not quit one sport or organization later than before the first contest (or other such activity), in order to participate in another while the sport or club that he or she quit is still active. If a student is involved in two activities at the same time, quitting one activity will not affect the student's status in the other activity.

- All students participating in Italy ISD extracurricular activities that require participation on a team or other formal groups, such as athletics, cheerleading, band, etc., made a commitment to the team or group, their teammates and their school. Each program demands the dedication of time and energy of the student participant. Part of this commitment is to be a student first and strive for academic excellence. Another part of this commitment is to place the Italy ISD extracurricular team or group above participation in any non-school sanctioned activity and attend all practices, games, contests, or other organized group activities scheduled by Italy ISD coaches or sponsors.

Without prior written permission from a coach, director, or sponsor, if a student misses an Italy ISD extracurricular practice or other activity because of participation in an activity not under the direction of Italy ISD (non UIL extracurricular activities, such as club sports, etc.), the student may be suspended for one game, contest or other event. If a student chooses an outside activity over an Italy ISD activity for a second time, he/she may be released from the team or organization.

In addition, in the event a student misses an Italy ISD extracurricular contest, game or other such event to participate in an activity not under direction of Italy ISD, the student has chosen that activity over the Italy ISD activity and he/she may be released from the team or organization.

- Students who participate in extracurricular activities that involve competition among schools and school districts will conduct themselves in a sportsmanlike manner at all times. This includes behavior toward visiting teams or hosting teams as well as the opponent's fans. Italy ISD participants will be noted for clean, tough, competitive play. Students who fail to comply with this requirement are subject to punishment up to and including removal from the team or organization for a fixed or indefinite period, or permanently.
- Students who cannot be present for a practice, workouts, meeting, or event should contact the coach, director, or sponsor, as soon as they are aware that they will be absent. Missed practices, meetings, or workouts will be made-up; however, disciplinary action may still be taken if a participant is absent more than two times in a semester or is absent any time without good cause.
- Injured or ill students who are unable to participate should still attend practices, workouts, meetings, or events as required by the coach, director, or sponsor.

- Students are required to show respect at all times to coaches, directors and sponsors.
- Students should follow the rules promulgated in the Italy ISD Student Code of Conduct. Failure to do so may result in additional disciplinary measures related to the student's participation in extracurricular activities as determined by the coach, director or sponsor.
- Students in grades 7-12 who wish to participate in UIL activities and other school-sponsored extracurricular activities must participate in the mandatory drug testing program. This program shall include random testing throughout the school year.

See Board Policy FNF (Legal) and (Local) for more information regarding drug testing.

IV. Prohibited Conduct and Disciplinary Action

In addition to obeying rules set forth in the Italy ISD Student Code of Conduct, the particular extracurricular activity's constitution, handbook, rule book, and/or regulations, if any, or rules otherwise communicated to the student by the activity's coach or sponsor, a student in grades 7 through 12 participating in any Italy ISD extracurricular activity shall comply with the *Extracurricular Handbook* and will be disciplined as outlined below:

A. General Misconduct Guidelines

Italy ISD students who participate in extracurricular activities are prohibited at all times and in all places from:

Behaviors:

General Misconduct prohibited behaviors; such as, general inappropriate behavior in or out of school; public displays of affection while in uniform; violating dress and grooming standards; behaving in any way that disrupts the school environment or educational process; inappropriate use of social media (see Article X for additional social media information), etc.

Actions:

Disciplinary action as outlined below represents the minimum consequences that may be administered. Each individual activity handbook may prescribe stricter consequences.

Any offense: Coaches, directors or sponsors of extracurricular activities may apply reasonable discipline management techniques as appropriate. (This would include extra workouts or work, added training obligations or other minor sanctions for students who breach team or organization conduct expectations.)

Habitual or More Severe General Misconduct Behaviors:

More serious General Misconduct behaviors such as bullying or threatening in person or through the inappropriate use of social media, at any time, are subject to more serious consequences including but not limited to:

Removal from leadership role; suspension; removal from the team or organization.

B. Removal from the Regular Education Setting

Italy ISD students who participate in extracurricular activities are prohibited at all times and in all places from:

1. Behaviors resulting in In-School Suspension or Suspension from School**Action taken:**

Disciplinary action as outlined below represents the minimum consequences that may be administered. Each individual activity code of conduct may prescribe stricter consequences.

Any student removed from the regular educational setting and assigned to In-School Suspension or suspended from school, shall be disciplined as follows:

Students who are suspended or in ISS are not eligible to compete in extracurricular contests until the suspension or ISS assignment is complete.

- ISS students may practice before or after school while assigned to ISS, but they may not participate in extracurricular contests until they have served the full length of their ISS assignment.

- Suspended students are not allowed to be on campus while suspended and therefore may not participate in practices or extracurricular events during the length of their suspension.

For clarification purposes: An ISS assignment is complete at the conclusion of the school day of the final day of the assignment. A suspended student does not become eligible until the morning after the final day of the suspension.

2. Behaviors resulting in Discretionary DAEP Assignment

Action taken:

Disciplinary action as outlined below represents the minimum consequences that may be administered. Each individual activity code of conduct may prescribe stricter consequences.

Any student removed from the regular educational setting and assigned to DAEP shall be disciplined as follows:

1st Offense: The student shall be suspended from participation in extracurricular activities while assigned to DAEP. Upon completion of the DAEP assignment, the student will not participate in any extracurricular activities for up to 10 calendar days.

2nd Offense: The student shall be suspended from participation in extracurricular activities while assigned to DAEP. Upon completion of the DAEP assignment, the student will not participate in any extracurricular activities for up to 30 calendar days.

3rd Offense: The student shall be suspended from participation in extracurricular activities while assigned to DAEP. Upon completion of the DAEP assignment, the student shall also be suspended from further participation in all extracurricular activities for up to one calendar year.

3. Behaviors resulting in Mandatory DAEP Assignment, Discretionary Expulsion or Mandatory Expulsion from School

Action taken:

Disciplinary action as outlined below represents the minimum consequences that may be administered. Each individual activity code of conduct may prescribe stricter consequences.

Any student removed from the regular educational setting and assigned to DAEP for a mandatory reason or expelled from school shall be disciplined as follows:

1st Offense: The student shall be suspended from participation in extracurricular activities while assigned to DAEP/Expelled and from further participation in all extracurricular activities for up to 30 calendar days after returning from DAEP/Expulsion.

2nd Offense: The student shall be suspended from participation in extracurricular activities while assigned to DAEP/Expelled and from further participation in all extracurricular activities for up to one calendar year after returning from DAEP/Expulsion.

3rd Offense: The student shall be dismissed from further participation in all extracurricular activities for the remainder of the student's enrollment in either middle school or high school.

For clarification purposes: Students placed in DAEP are ineligible to participate in or attend extracurricular activities pursuant to Texas Education Code Section 37.006(g).

C. Off-Campus Violations

As representatives of Italy ISD, students who participate in extracurricular activities are expected to demonstrate exemplary behavior whether at school or away and at all times. The behavior of the individual is a reflection of the team or organization and will therefore affect the individual's eligibility to participate and/or represent the team or organization. Therefore, students involved in Italy ISD extracurricular activities are prohibited from the following:

1. Possessing or using drug paraphernalia;
2. Possessing, selling, or delivering to another person look-alike drugs or items represented to be drugs or contraband of any kind;

3. Possessing, selling, or giving, delivering to another person, using, or being under the influence of marijuana, alcohol, or a controlled substance, or any dangerous drug;
4. Engaging in conduct that contains the elements of an offense relating to glue, aerosol paint, or volatile mood-altering chemicals;
5. Stealing;
6. Conduct that causes injury or harm to persons or property;
7. Any conduct resulting in arrest and/or citation from law enforcement officers (excluding citations written specifically for traffic/parking violations);
8. Engaging in conduct that contains the elements of any criminal offense identified in state or federal law;
9. Any inappropriate use of social media.

Action taken:

Disciplinary action as outlined below represents the minimum consequences that may be administered. Each individual activity code of conduct may prescribe stricter consequences.

1st Offense: The student shall be removed from a leadership role; one year probation; counseling; removal from extracurricular activity for up to 20 school days. If a student confesses to the violation before the school is notified, the penalty will be reduced by one half.)

2nd Offense: The student shall be dismissed from further participation in all extracurricular activities for up to 40 school days.

3rd Offense: The student shall be dismissed from further participation in all extracurricular activities for up to 90 school days.

4th Offense: The student shall be dismissed from further participation in all extracurricular activities for the remainder of the student's enrollment in either middle school or high school.

V. Procedures

For all activities, the school principal, the coach, director or sponsor will determine whether an *Extracurricular Handbook* violation has occurred. Upon determination of a violation by the coach, director or sponsor, the School Administrator and the Activity Director shall be notified to confirm a violation has occurred.

Upon determination of an *Extracurricular Handbook* violation, the following individuals will be notified:

- the student and the student's parent(s); and/or
- In appropriate cases, the student may be referred to a school counselor to provide counseling, support, and guidance in dealing with issues associated with alcohol, drugs, mood-altering chemicals, and other prohibited activities.

Nothing in this *Extracurricular Handbook* limits the authority of a coach, director or sponsor to impose reasonable sanctions, including extra workouts or work, added training obligations or other minor sanctions for students who breach team or organization conduct expectations but do not engage in conduct prohibited by this *Extracurricular Handbook*.

VI. Insurance

Italy ISD may choose to purchase or make available a limited amount of accident insurance to help cover specified expenses relating to injuries suffered by students participating in sports and other extracurricular activities. Such choice will be made by the Board of Trustees each year as a part of the budgetary process. However, the purchase of any such insurance does not operate as a waiver of the district's immunities from liability or damages for student injuries, nor does it imply any agreement by the district to assume any responsibility for such injuries or for expenses. Parents are strongly urged to make sure they have sufficient personal insurance to cover any expenses related to a student injury. Further information concerning student accident insurance may be found on the district website.

VII. Eligibility and Tryouts

All students are eligible, as long as they meet UIL requirements for eligibility and any addendums included for a specific sport or activity. To remain eligible, a student must be

passing all classes and have acceptable conduct as outlined in the *Extracurricular Handbook* and the Italy ISD Student Code of Conduct.

Tryout procedures and the calendar for the various extracurricular activities are determined by the individual activity directors in partnership with Italy ISD guidelines. Final approval of the individual extracurricular activity tryout procedures in each area will be given by the appropriate Italy ISD Administrator or designee. Upon completion of the tryout procedure for the extracurricular activity, the sponsor will notify all participants of their membership status. The results of tryout procedures are final and cannot be appealed.

VIII. Activities - Transportation

Students will ride school-provided transportation to and from all events. Exceptions will not be routinely granted, but are reserved for exceptional circumstances and unforeseeable emergencies. A student will only be released to a parent/guardian, and only after completion of a travel release form*, which will be submitted at least 24 hours in advance except in emergency situations. Exceptions will not be granted for convenience. Violations of this rule may subject students to disciplinary actions up to and including removal from the team or organizations.

*A travel release form may be obtained from the coach, director or sponsor.

If a student is representing Italy ISD in one activity, he/she may be transported to a second Italy ISD activity by parent/guardian with previous knowledge/consent by both coaches/sponsors.

IX. Fundraising and Booster Clubs

All students/athletes/participants are expected to raise funds for team or organization activities. Students engaged in fundraising activities are expected to promptly turn in all money (including checks) received as directed by the coach, director or sponsor. Students are responsible for safeguarding all funds in their possession, and may be required to reimburse the organization or team for any money lost or otherwise unaccounted for while in a student's possession. Students who fail to turn in all funds in a timely fashion may be subjected to disciplinary actions up to and including removal from the team or organization. Students should also be aware that retaining money that does not belong to the student may subject the student to appropriate sanctions under the Student Code of Conduct.

X. Social Media Policy

Italy ISD supports the student's rights to freedom of speech, expression, and association, including the use of social networks. As a student, you represent the school district and you are expected to portray yourself, your team/organization, your school and the school district in a positive manner both on and off campus through social media.

The following guidelines will be the standard for social media/networking use by all students who participate in extracurricular activities in grades 7-12 within Italy ISD. Consequences for noncompliance will vary based on severity and frequency of violation.

All extracurricular students will refrain from posting, submitting, sending, or publishing inappropriate, slanderous, derogatory, sexually suggestive, sexually explicit, or any form of negative comments, photos, texts, etc. to any electronic, public or private entity which includes, but is not limited to: Facebook, Twitter, YouTube, personal email accounts, personal web pages, personal or private chat rooms, personal texting/cell phone accounts, etc. Sending any form of inappropriate (as determined by Italy ISD) photos, comments, etc. will not be tolerated regardless of who the intended recipient may be. Once inappropriate content is sent, consequences designated by the coach in conjunction with district administration will occur.

XI. Acknowledgement

A condition to participating in any extracurricular activity or holding any office (elected or appointed) is to sign an acknowledgement that the student has read and understands the *Extracurricular Handbook*. The student's parent or guardian must also sign an acknowledgement. The acknowledgement states that the signing party understands the consequences for engaging in prohibited conduct.

This Extracurricular Handbook is in accordance with Italy ISD Board Policy FO(LOCAL).

**Italy Independent School District
Acknowledgement of the
Extracurricular Handbook**

As of the 2020-2021 school year

A condition to participating in any extracurricular activity or holding any office (elected or appointed) is to sign an acknowledgement that the students has read and understands the *Extracurricular Handbook*. This acknowledgement states that the signing party understands the consequences for engaging in prohibited conduct.

I have read the Italy ISD *Extracurricular Handbook* and agree to adhere to these rules as a condition for my voluntary participation in Italy ISD extracurricular activities. I understand that failure to do so will result in disciplinary measures related to my extracurricular participation.

Student Name: _____ Grade: _____

Campus: _____ School Year: _____

Student Signature: _____

Activities: _____

I have read the Italy ISD Extracurricular Handbook and understand the requirements for my child's voluntary participation in Italy ISD extracurricular activities. I understand the consequences that my child will face if he or she fails to adhere to these rules and agree to such terms.

Parent Name: _____

Parent Signature: _____

Date: _____

Italy High School



Emergency Action Plan for Athletics

08/01/2019

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High School Emergency Action Plan

Participation in sports and extracurricular activity can promote health, competition and teamwork. With all of the good intentions and safety precautions in sports, there still exists a potential of a medical emergency. The purpose of this Emergency Action Plan (EAP) is to facilitate a prompt, efficient, coordinated response in the case of a medical emergency. All athletic staff and administrators should be familiar with this document and their role and responsibility in an emergency. Planning, preparation and practice are the keys to achieving success in the case of an actual emergency. All questions concerning the implementation of this plan should be answered before the actual medical emergency.

Chain of Command

A medical emergency and situation where an ill or injured person needs advanced medical care above basic first aid and where the injured person needs to be transported to the hospital. It is important in these situations that coordination between the medical staff, coaches, administrators and others involved be organized and effective. This EAP is intended to delineate roles and outline the protocol to be followed should an emergency occur.

Situations when 911 should be called are:

- an athlete is suffering from cardiac arrest
- an athlete is not breathing
- severe allergic reaction
- an athlete has lost consciousness
- it is suspected that an athlete may have a severe neck or back injury
- severe heat exhaustion or suspected heat stroke
- severe bleeding that cannot be stopped
- any condition where person in charge does not feel comfortable in treating

Chain of Command

Licensed/Certified Athletic Trainer
Athletic Director
Head Coach
Contracted Police Officer
Administrator(s)
Assistant Coach(s)
Teacher

The highest person in the chain of command who is present at a scene will be the designated person in charge, or leader. That person is responsible for deciding whether or not to call 911, instructing others how they may be of help and will be the person who stays with the victim until EMS arrives.

Non-Medical Emergencies

For the non-medical emergencies (fire, bomb threats, violent or criminal behavior, etc.) refer to the school emergency action plan checklist and follow instructions.

School Contact Sheet

School Location and Contact Information:

Italy Independent School District

Address: 300 S. College St., Italy, TX 76651

Phone: 972-483-1815

Fax: 972-483-6152

School Administration:

School Superintendent: Dr. Michelle Schwind / 972-483-1815 / mschwind@italyisd.org

School Principal: Jason Lawson / 972-483-7411 / jlawson@italyisd.org

School Office: Reagan Cockerham / 972-483-7411 / rcockerham@italyisd.org

School Athletic Contacts:

Athletic Director: Craig Horn / 903-948-0908 / chorn@italyisd.org

Athletic Trainer: Tristan Hawkins LAT, ATC / 254-722-0559 / Tristan_Hawkins@baylor.edu
Southwest Sports Medicine / Office: 254-741-1400

(Coaches listed on Page 6)

IMPORTANT PHONE NUMBERS:

EMS: 911 or 9-911 if calling from a school phone

City Offices:

Italy City Hall / 161 W. Main St. P.O. Box 840,

Italy, TX 76651

972-483-7329

Medical Numbers:

County Health Dept. 972-825-5085

Poison Control Center 800-362-0101

Coaching Staff Contacts and Assignments

List:

Name: Craig Horn
Position: Athletic Director / Head Football Coach
Sport: Football
Phone: 903-948-0908
Email: chorn@italyisd.org

Name: Shauna Steinmetz
Position: Head Volleyball Coach
Sport: Volleyball / Softball
Phone: 214-535-5305
Email: ssteinmetz@italyisd.org

Name: Dez Guy
Position: Head Boys' Basketball Coach
Sport: Basketball, Football, Track and Field
Phone: 254-548-6493
Email: dguy@italyisd.org

Name: Roiland Raindle
Position: Head Girls' Basketball Coach
Sport: Basketball, Football, Track and Field
Phone: 903-493-3112
Email: rraindle@italyisd.org

Name: Gary Brown
Position: Head Baseball Coach / Head Powerlifting Coach
Sport: Baseball, Powerlifting, Football
Phone: 972-935-1700
Email: gbrown@italyisd.org

Name: Tina Richards
Position: Head Softball Coach
Sport: Softball, Volleyball, Basketball
Phone: 972-365-6819
Email: trichards@italyisd.org

Name: Jasenio Anderson
Position: Junior High Head Coach
Sport: Football, Basketball, Baseball
Phone: 469-765-5991
Email: janderson@italyisd.org

Procedure for Initiating the Emergency Action Plan

Once it has been decided that EMS should be called, the following protocol should be followed:

1. The highest person on the chain of command will be deemed the leader and will stay with the athlete to monitor the athlete's condition and administer necessary first aid. If possible, someone else on the chain of command should also stay and assist. The front office or an administrator should be notified that there is an emergency situation on campus.
2. The leader will make the call to EMS or will designate another person to make the call.
9-911 from any phone in the school phone system
911 from any regular land line phone or cell phone.

EMS should be told:

The nature of the emergency

The condition of the athlete

The best location to enter the facility

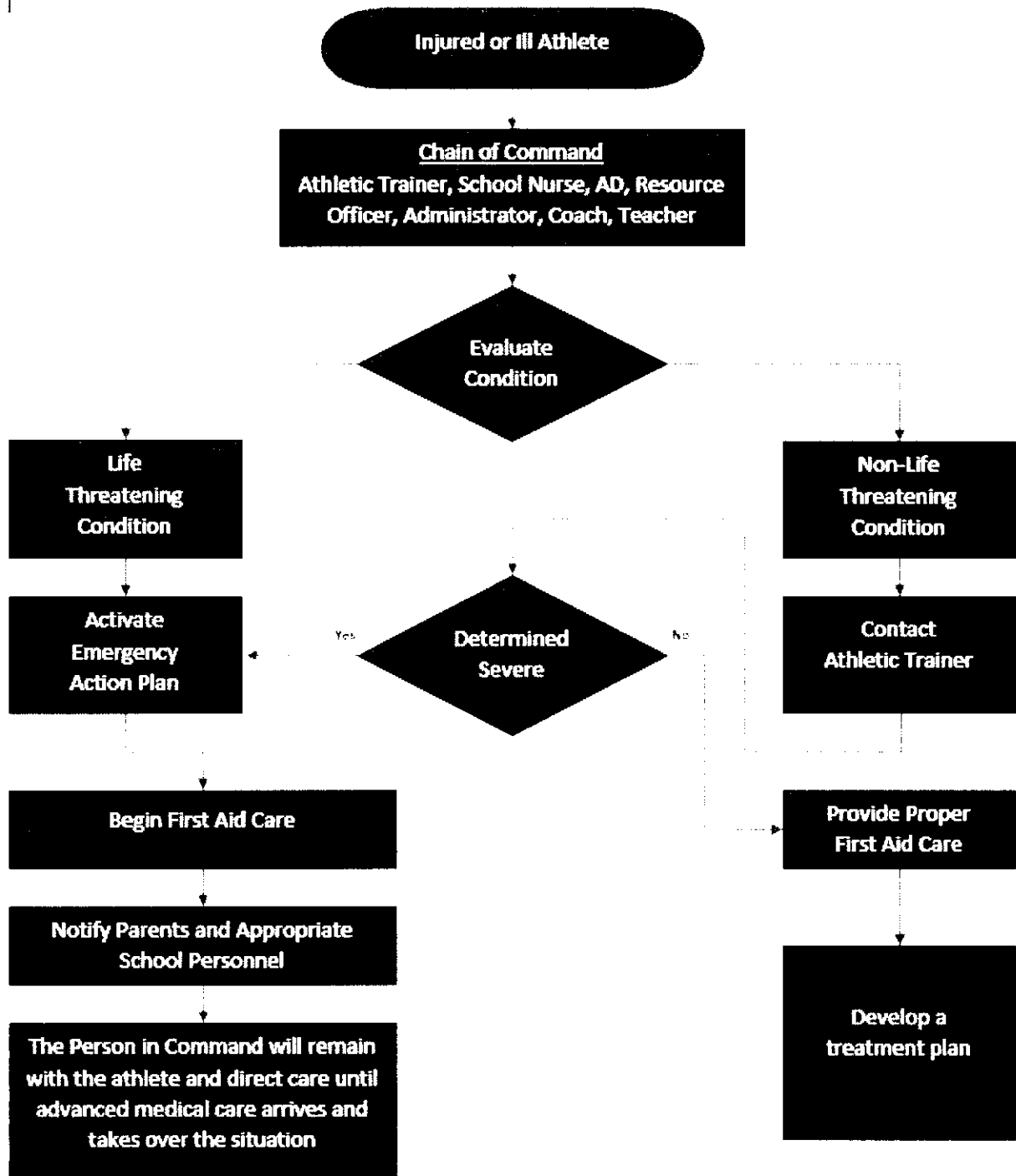
How to get to where the athlete is located

*** Also, tell EMS that someone will meet them to aid in directing the ambulance.

DO NOT HANG UP UNTIL EMS HANGS UP FIRST

3. Land Line Phones are the most consistence phones to use in case of an emergency. Only use cell phones if necessary
4. The leader will send runner(s) to assist in directing EMS from their arrival or meeting position to the venue where the athlete is located. The runner(s) should stay in their positions and direct the ambulance through the proper turns to get to the athlete. Remember that many times the local Fire Department will be dispatched as a first responder along with the ambulance so these runners will need to stay at their location.
5. The leader will designate another person to attempt contact with the athlete's parents. Emergency contact information sheets for each athlete can be found in the Coach's Office and the Head Coach should have with them when traveling. If a parent is not present, the form should accompany the athlete to the hospital.
6. If transport is deemed necessary by EMS, the athlete will be taken to the nearest medical center, unless the parent or school official requests otherwise.

Emergency Incident Flow Chart



List of Medical Facilities in the area.

Local Hospital Clinic:

Name: Waxahachie Orthopedics and Sports Medicine

Primary Ortho: Dr. Marc Roux

Address: 1328 W. Highway 287 Bypass, Suite 100, Waxahachie, Texas 75165

Phone Number: 972-923-9999

Advanced Medical Care Hospital:

Name: **Baylor Scott and White Medical Center – Waxahachie**

Address: 2400 N, I-35 E, Waxahachie, TX 75165

Phone Number: 469-843-6000

Emergency Equipment Available at School at Various Locations

Italy Independent School District

Address: 300 S. College St., Italy, TX 76651

Phone: 972-483-1815

Fax: 972-483-6152

Athletic Training Room:

Located in the high school gym and the fieldhouse

Equipment: Portable AED, air splints

AED Locations: (permanent ones shown on maps)

Two portable AED's: One for female sports, one for male sports

High School Gym

High School Campus

School Map Divided Into Zones:

Divided into 5 specific venue zones

Zone 1 - Football Field used for Games and Practice - Yellow

Zone 2 - New High School Gym - [REDACTED]

Zone 3 - Old High School Gym Including Weight Room - [REDACTED]

Zone 4 - Baseball / Softball - [REDACTED]

Zone 5 - High School Campus - [REDACTED]

Map of School Area Divided into Zones



Zone 1: Football Field

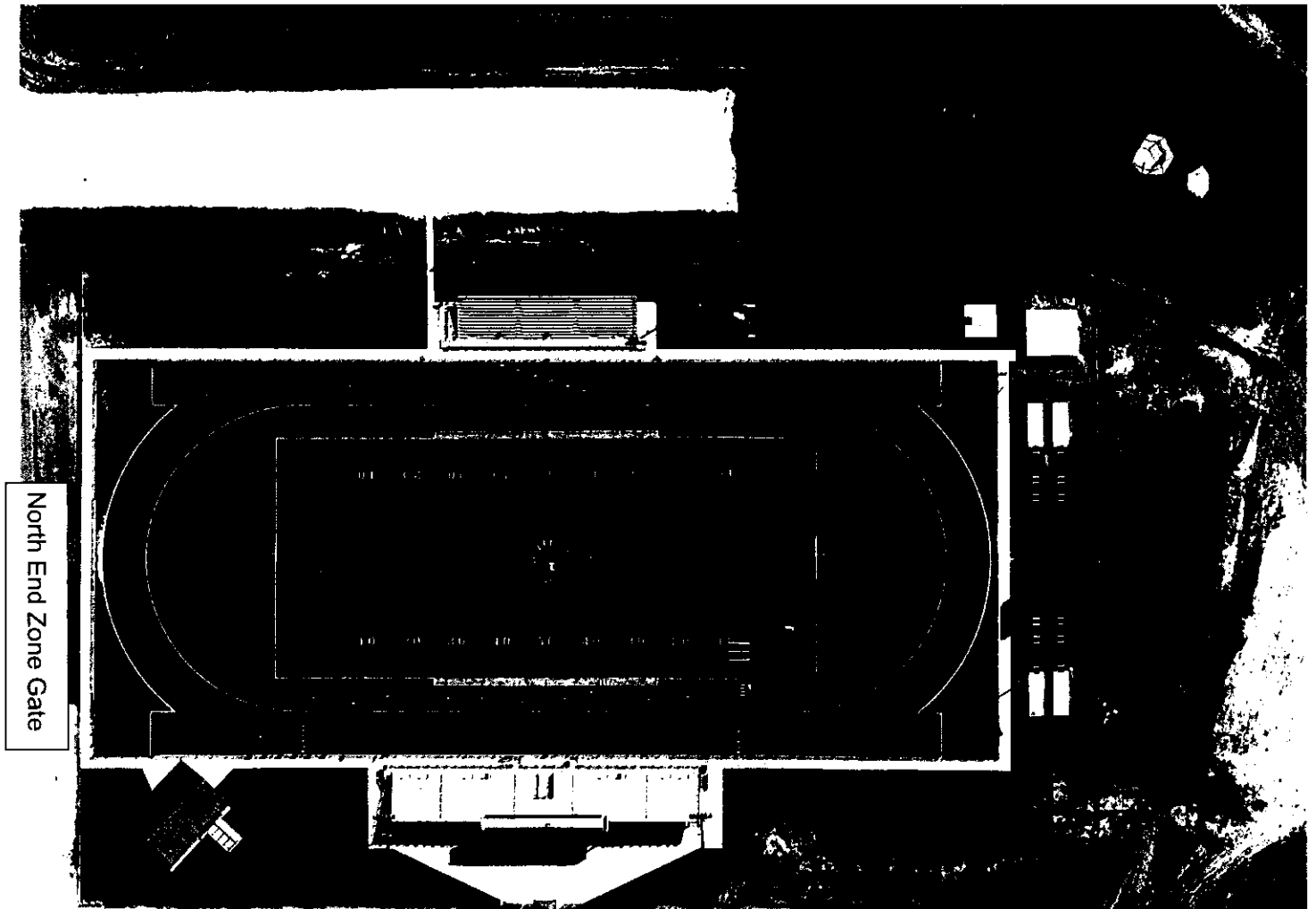
Location: Italy, TX

Coordinates: 32.179625, -96.874802

EMS Route: E Main St. to FM 667

EMS Entry Location: North End Zone Gate

AED: Portable, always on sidelines



Zone 2: New High School Gym

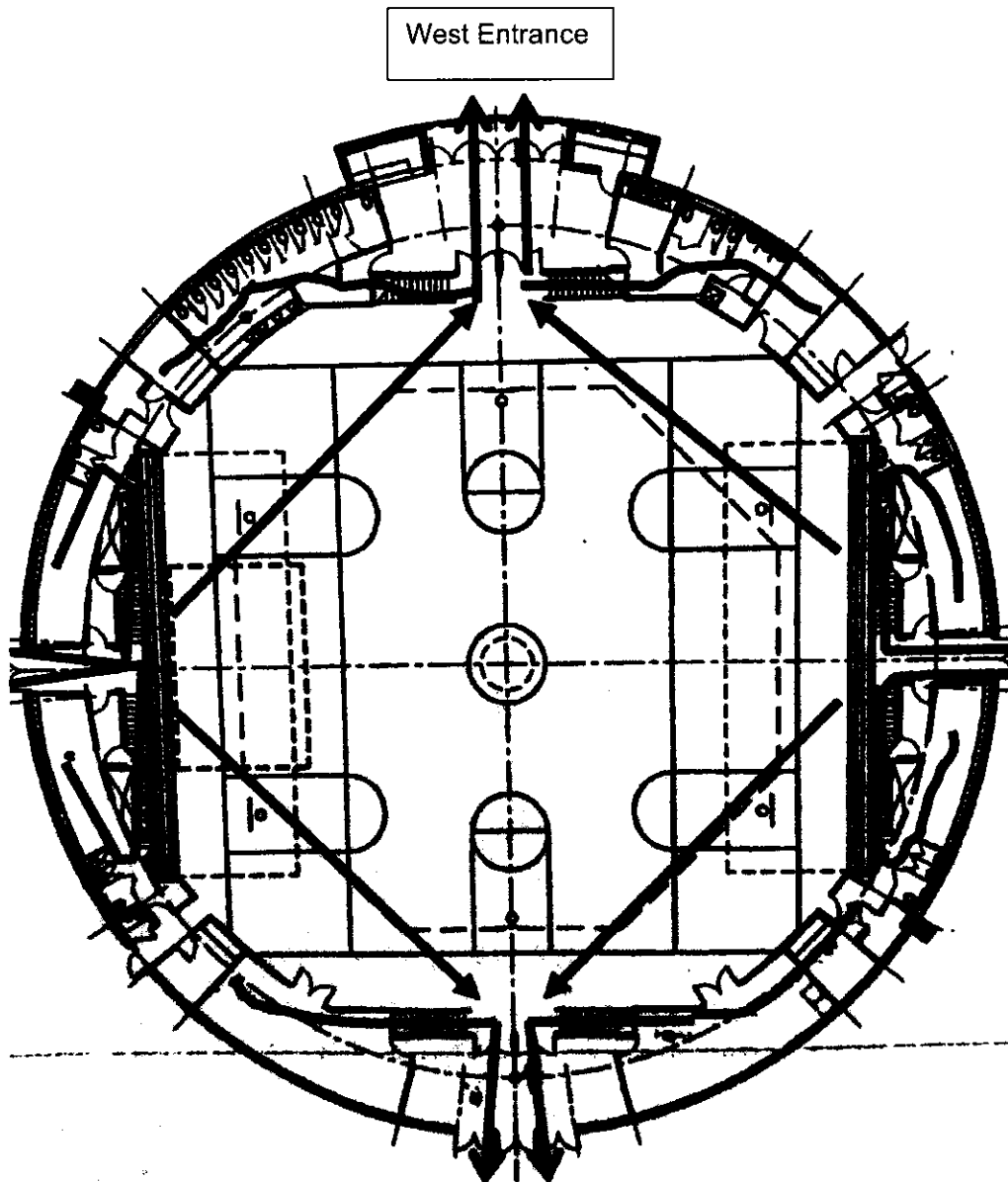
Location: Italy, TX

Coordinates: 32.180590, -96.879164

EMS Route: College St.

EMS Entry Location: Dome Front Entrance (West Side Entrance)

AED: Located next to boys' bathroom in west entrance side



Zone 3: Old High School Gym

Location: Italy, TX
Coordinates: 32.181622, -96.878795
EMS Route: Park St.
EMS Entry Location: North Entrance
AED: Portable



Zone 4: Baseball and Softball Fields

Location: Italy, TX

Coordinates: BB (32.181441, -96.876887); SB (32.181101, -96.875233)

EMS Route: E Main St. to FM 667

EMS Entry Location: BB to 1st base dugout; SB to 3rd base dugout

AED: Portable



Zone 5: High School Campus

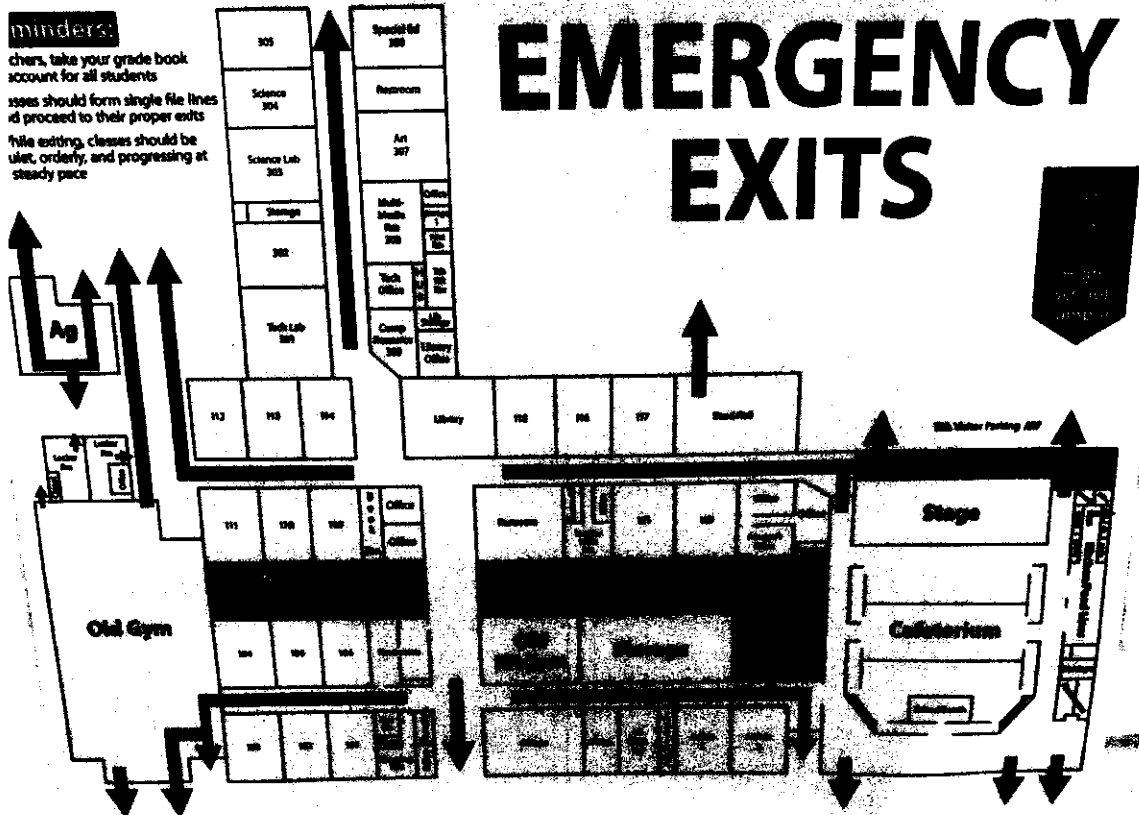
Location: Italy, TX

Coordinates: 32.181293, -96.879600

EMS Route: College St.

EMS Entry Location: School Front Entrance by Dome Parking Lot

AED:



Hazardous Conditions Event or Practice Stoppage Plan

In addition to the Disaster Plan developed by the local City/County Emergency Management Office, this event has Standard Operating Procedures to follow, in the unfortunate event of a disaster at this event. As soon as reasonably possible following a tragic event, the School Administration will make a statement to the press. NO ONE other than the person directed by the school administration will make ANY public statements on behalf of the school.

The following hazardous conditions must be considered when determining if a location is safe for spectators, participants, and staff. These conditions are listed below, along with appropriate courses of actions.

Lightning

If lightning is detected during the event, the School Administration and the Game Officials will determine if spectators, participants and staff must be removed from the venue. With the safety of the spectators, participants and staff as the top priority, the school administration or designated person will monitor the weather throughout the event and take appropriate actions as the weather changes.

All decisions about the weather will come from the School Administration and Game Officials.

Weather alerts will be broken down into the following 3 categories:

- Advisory – 30 mile radius
- Caution – 15 mile radius
- Warning – 8 mile radius

The central focus for weather monitoring will be at venue where the event is taking place. The weather will be monitored by computer, Cell Phone App and weather observers and coordinated through the School Administration or their designated person.

If lightning is detected with the 8 mile radius, the event or practice will be delayed until the area has been cleared for 30 minutes after the last recorded lightning strike.

The School Administration and Game Officials may decide that the venue is not safe for all spectators, participants and staff and the event may be cancelled.

Heat Stress and Athletic Participation

<https://www.uiltxas.org/health/info/heat-stress-and-athletic-participation>

Early fall football, cross country, soccer and field hockey practices are conducted in very hot and humid weather in many parts of the United States. Due to the equipment and uniform needed in football, most of the heat problems have been associated with football. During the 1995 through the 2000 football season there have been 17 heat stroke deaths in football. This is not acceptable. There are no excuses for heatstroke deaths if the proper precautions are taken. During hot weather conditions, the athlete is subject to the following:

- **Heat Cramps** - Painful cramps involving abdominal muscles and extremities caused by intense, prolonged exercise in the heat and depletion of salt and water due to sweating.
- **Heat Syncope** - Weakness, fatigue and fainting due to loss of salt and water in sweat and exercise in the heat. Predisposes to heatstroke.
- **Heat Exhaustion (Water Depletion)** - Excessive weight loss, reduced sweating, elevated skin and core body temperature, excessive thirst, weakness, headache and sometimes unconsciousness.
- **Heat Exhaustion (Salt Depletion)** - Exhaustion, nausea, vomiting, muscle cramps, and dizziness due to profuse sweating and inadequate replacement of body salts.
- **Heatstroke** - An acute medical emergency related to thermoregulatory failure. Associated with nausea, seizures, disorientation, and possible unconsciousness or coma. It may occur suddenly without being preceded by any other clinical signs. The individual is usually unconscious with a high body temperature and a hot dry skin (heatstroke victims, contrary to popular belief, may sweat profusely).

It is believed that the above mentioned heat stress problems can be controlled provided certain precautions are taken. According to the American Academy of Pediatrics Committee on Sports Medicine, heat related illnesses are all preventable.

(Sports Medicine: Health Care for Young Athletes, American Academy of Pediatrics, 1991)

The following practices and precautions are recommended:

1. Each athlete must have a physical exam with a medical history when first entering a program and an annual health history update. History of previous heat illness and type of training activities before organized practice begins should be included. State high school association's recommendations should be followed.
2. It is clear that top physical performance can only be achieved by an athlete who is in top physical condition. Lack of physical fitness impairs the performance of an athlete who participates in high temperatures. Coaches should know the **physical condition** of their athletes and set practice schedules accordingly.
3. Along with physical conditioning, the factor of acclimatization to heat is important. Acclimatization is the process of becoming adjusted to heat and it is essential to provide for **gradual acclimatization to hot weather**. It is necessary for an athlete to exercise in the heat if he/she is to become acclimatized to it. It is suggested that a graduated physical conditioning program be used and that 80 percent acclimatization can be expected to occur after the first seven to ten days. Final stages of acclimatization to heat are marked by increased sweating and reduced salt concentration in the sweat.
4. The old idea that water should be withheld from athletes during workouts has no scientific foundation. The most important safeguard to the health of the athlete is the replacement of water. Water must be on the field

and readily available to the athletes at all times. It is recommended that a minimum of ten minutes be scheduled for a water break every half hour of heavy exercise in the heat. **Water should be available in unlimited quantities.** Check and be sure athletes are drinking the water. Cold water is preferable. Drinking ample water before practice or games has also been found to aid performance in the heat.

5. Salt should be replaced daily. Modest salting of foods after practice or games will accomplish this purpose. Salt tablets are not recommended. **Attention must be directed to replacing water - fluid replacement is essential.**
6. Know both the **temperature and humidity**. The greater the humidity, the more difficult it is for the body to cool itself. Test the air prior to practice or game using a wet bulb, globe, temperature index (WBGT Index) which is based on the combined effects of air temperature, relative humidity, radiant heat and air movement. The following precautions are recommended when using the WBGT Index (ACSM's Guidelines for the Team Physician, 1991)

TEMPERATURE AND ACTIVITY

Below 64	Unlimited activity
65-72	Moderate risk
74-82	High risk
82 plus	Very high risk

7. There is also a weather guide for activities that last 30 minutes or more (Fox and Mathews, 1981) which involves knowing the relative humidity and air temperature:

Air Temp	Danger Zone	Critical Zone
70 F	80 percent RH	100 percent RH
75 F	70 percent RH	100 percent RH
80 F	50 percent RH	80 percent RH
85 F	40 percent RH	68 percent RH
90 F	30 percent RH	55 percent RH

Air Temp	Danger Zone	Critical Zone
95 F	20 percent RH	40 percent RH
100 F	10 percent RH	30 percent RH

8. RH = Relative Humidity

One other method of measuring the relative humidity is the use of a sling psychrometer, which measures wet bulb temperature. The wet bulb temperature should be measured prior to practice and the intensity and duration of practice adjusted accordingly. Recommendations are as follows:

SLING PSYCHROMETER RECOMMENDATIONS

Under 60 F	Safe but always observe athletes
61-65 F	Observe players carefully
66-70 F	Caution
71-75 F	Shorter practice sessions and more frequent water and rest breaks
75 plus	Danger level and extreme caution

9. Cooling by evaporation is proportional to the area of skin exposed. In extremely hot and humid weather reduce the amount of clothing covering the body as much as possible. **Never use rubberized clothing.**
10. Athletes should **weigh** each day before and after practice and **weight charts checked**. Generally a three percent weight loss through sweating is considered safe and over a three percent weight loss is in the danger zone. Over a three percent weight loss the athlete should not be allowed to practice in hot and humid conditions. Observe the athletes closely under all conditions. Do not allow athletes to practice until they have adequately replaced their weight.
11. Observe athletes carefully for signs of trouble, particularly athletes who lose significant weight, and the eager athlete who constantly competes at his/her capacity. Some trouble signs are nausea, incoherence, fatigue, weakness, vomiting, cramps, weak rapid pulse, visual disturbance, and unsteadiness.
12. Teams that encounter hot weather during the season through travel or following an unseasonable cool period should be physically fit but will not be environmentally fit. Coaches in this situation should follow the above recommendations and substitute more frequently during games.

13. Know what to do in case of emergency and have your emergency plans written with copies to all your staff. Be familiar with immediate first aid practices and prearranged procedures for obtaining medical care, including ambulance service
- **Heat Stroke - This is a medical emergency. DELAY COULD BE FATAL.**
Immediately cool body while waiting for transfer to a hospital. Remove clothing and place ice bags on the neck, in the axilla (armpit), and on the groin area. An increasing number of medical personnel are now using a treatment for heat illness that involves applying either alcohol or cool water to the victim's skin and vigorously fanning the body. The fanning causes evaporation and cooling. (Source--The First Aider--September 1987)
 - **Heat Exhaustion - OBTAIN MEDICAL CARE AT ONCE.**
Cool body as you would for heat stroke while waiting for transfer to hospital. Give fluids if athlete is able to swallow and is conscious.
14. **Summary** - The main problem associated with exercising in the hot weather is water loss through sweating. Water loss is best replaced by allowing the athlete unrestricted access to water. Water breaks 2-3 times per hour are better than 1 break an hour. Probably the best method is to have water available at all times and to allow the athlete to drink water whenever he/she needs it. Never restrict the amount of water an athlete drinks, and be sure the athletes are drinking the water. The small amount of salt lost in sweat is adequately replaced by salting food at meals. Talk to your medical personnel concerning emergency treatment plans.

Heat Illness and Heat Exposure

What happens to the body as a result of exposure to extreme heat?

People suffer heat-related illness when the body's temperature control system is overloaded. The body normally cools itself by sweating. But under some conditions, sweating just isn't enough. In such cases, a person's body temperature rises rapidly. Very high body temperatures may damage the brain or other vital organs. Several factors affect the body's ability to cool itself during extremely hot weather. When the humidity is high, sweat will not evaporate as quickly, preventing the body from releasing heat quickly. Other conditions that can limit the ability to regulate temperature include old age, youth (age 0-4), obesity, fever, dehydration, heart disease, mental illness, poor circulation, sunburn, and prescription drug use and alcohol use.

Who is at greatest risk for heat-related illness?

Those at greatest risk for heat-related illness include infants and children up to four years of age, people 65 years of age and older, people who are overweight, and people who are ill or on certain medications.

What is heat stroke?

Heat stroke is the most serious heat-related illness. It occurs when the body becomes unable to control its temperature: the body's temperature rises rapidly, the sweating mechanism fails, and the body is unable to cool down. Body temperature may rise to 106°F or higher within 10 to 15 minutes. Heat stroke can cause death or permanent disability if emergency treatment is not provided.

What are the warning signs of a heat stroke?

Warning signs of heat stroke vary but may include the following:

- An extremely high body temperature (above 103°F)
- Red, hot, and dry skin (no sweating)
- Rapid, strong pulse
- Throbbing headache
- Dizziness
- Nausea
- Confusion
- Unconsciousness

What should I do if I see someone with any of the warning signs of heat stroke?

If you see any of these signs, you may be dealing with a life-threatening emergency. Activate the Emergency Action Plan and have someone call for immediate medical assistance while you begin cooling the victim.

Do the following:

Get the victim to a shady area.

Cool the victim rapidly, using whatever methods you can. For example, immerse the victim in a tub of cool water; place the person in a cool shower; spray the victim with cool water from a garden hose; sponge the person with cool water; or if the humidity is low, wrap the victim in a cool, wet sheet and fan him or her vigorously.

Monitor body temperature and continue cooling efforts until the body temperature drops to 101-102°F.

If emergency medical personnel are delayed, call the hospital emergency room for further instructions.

Do not give the victim alcohol to drink.

Get medical assistance as soon as possible.

What is heat exhaustion?

Heat exhaustion is a milder form of heat-related illness that can develop after several days of exposure to high temperatures and inadequate or unbalanced replacement of fluids. Those most prone to heat exhaustion are elderly people, those with high blood pressure, and those working or exercising in a hot environment.

What are the warning signs of heat exhaustion?

The warning signs of heat exhaustion include the following:

- Heavy sweating
- Paleness
- Muscle cramps
- Tiredness
- Weakness
- Dizziness
- Headache
- Nausea or vomiting
- Fainting

The skin may be cool and moist. The pulse rate will be fast and weak, and breathing will be fast and shallow. If heat exhaustion is untreated, it may progress to heat stroke. See medical attention if symptoms worsen or last longer than one hour.

What steps can be taken to cool the body during heat exhaustion?

Drink cool, non-alcoholic beverages

Rest

Take a cool shower, bath, or sponge bath

Seek an air-conditioned environment

Wear lightweight clothing

Guidelines for Away Athletic Events

Travel Plans:

While traveling with a team for an away game, the coach in charge of the travel group is responsible for having access to the following information.

- Contact phone list of school officials and coaches
- Athlete emergency contact sheet:
 - List of known medical conditions
 - Parental consent form

All of this information is located on the Medical History side of the UIL Preparticipation Physical Evaluation form. According to the UIL rules, this form is supposed to be updated annually.

Directions:

In the event of a serious injury while on the road you will need to use Emergency Action Plan for the school you are visiting. Depending on the seriousness of the injury you will need to activate the notification plan listed below.

- Athletes Parents
- Athletic Trainer (if Applicable)
- Athletic Director
- School Official (Principal, Etc.)

It is best if you can send a school staff member to the hospital with the injured athlete but you cannot leave the remainder of the team unattended. If there is not a staff member available to go with the athlete then notify the Athletic Director of this and they will make arrangements.

References:

Center for Disease Control and Prevention, Emergency Action Plans
<https://www.cdc.gov/niosh/docs/2004-101/emrgact/emrgact1.html>

Korey Stringer Institute
<https://ksi.uconn.edu/prevention/emergency-action-plans/>

University Interscholastic League (UIL)
<https://www.uil texas.org/health/>

National Federation of State High School Associations
<https://www.nfhs.org/articles/athletic-departments-must-design-and-practice-emergency-action-plan/>

National Athletic Trainers Association (NATA)
<https://www.nata.org/sites/default/files/emergencyplanninginathletics.pdf>

National Athletic Trainers Association (NATA)
<https://www.nata.org/sites/default/files/white-paper-emergency-action-plan.pdf>

Missouri State High School Activities Association
www.mshsaa.org/resources/pdf/emergencyPlanning.pdf

International Institute for Race Medicine (IIRM)
<http://www.racemedicine.org/>

American Heart Association
Automatic External Defibrillation Implementation Guide
www.uil texas.org/files/health/aed-implementation.pdf

Conclusion

The importance of being properly prepared when athletic emergencies arise cannot be stressed enough. An athlete’s survival may hinge on the training and preparation of athletic healthcare providers. It is prudent to invest athletic department “ownership” in the emergency action plan by involving the athletic administration and sport coaches as well as sports medicine personnel. The emergency action plan should be reviewed at least once a year with all athletic personnel and local emergency response teams. Through development and implementation of the Emergency Action Plan your school will help ensure that the athletes will have the best care provided when an emergency situation does arise.

This document is compiled by Southwest Sports Medicine of Waco as a service to the individual schools to assist the schools to meet the requirement set forth by the UIL. This is only a suggestion of developing an Emergency Action Plan and will need to be modified and updates regularly by the individual schools to fit their facilities, personnel and needs. Each school is responsible for reviewing the plan to making sure their school district meets the requirements of the UIL for developing an Emergency Action Plan and agreeing that this plan is the best possible method for providing directions in the event of an athletic medical emergency.

Approval and acceptance of the Italy High School Emergency Plan for Athletics.

Approved by: _____ Date: _____
Superintendent

Approved by: _____ Date: _____
High School Principal

Approved by: _____ Date: _____
School Athletic Director

Approved by: _____ Date: _____
Head Athletic Trainer (if available)

History:

Developed: (Date Started)

Reviewed/Updates:

UIL Athletics Health & Safety

The UIL values the health and safety of all student-athletes. We've provided access to important health and safety information for students, parents and coaches.

These links provide information about a wide range of health and safety issues. Opinions, perspectives, and conclusions expressed in any external websites are copyrighted by the relevant organizations and are not expressed UIL policy.

Health & Safety Information

- Concussions and Concussion Management Protocol Requirements and Information
- Avoiding Hyponatremia
- Cheerleader Safety FAQ
- Cold Weather Illness
- Emergency Medical Procedures
- Football Injury Report Instructions
- Free Heat Illness Guide Available from NFHS
- Heat Stress and Athletic Participation
- Information on Staphylococcal Infections for Athletes
- Information on Staphylococcal Infections for Athletic Departments
- Lightning Safety
- NFHS Recommendations for Hydration
- Reducing Head and Neck Injuries in Football

This information can be found at the following web site:

<https://www.uiltexas.org/health>

The UIL requires many various forms prior to athletic participation.

These forms can be found online at: <http://www.uiltexas.org/athletics/forms>

Teacher Handbook



**Ellis County Shared Services
108 W. Main
Italy, TX 76651**

Elizabeth McDaniel, ECSSA Director

emcdaniel@italyisd.org

Phone: 972-483-3201

Website: <http://www.italyisd.org/departments/ellis-county-shared-services-arrangement>

We serve students from Italy, Milford and Avalon ISD. Ellis County Shared Services Arrangement (ECSSA) includes: Special Education, DAEP and FinishLine.

ECSSA STAFF

Jobeta Fisher
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972-483-1815

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Special Education Bus Driver
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Dsmith-pena@italyisd.org

Special Education Bus Monitor
Rosa Rodriguez
rrodriguez@italyisd.org

Multi-district Classroom Staff Information

Name: Mary Brady

Position: PPCD Teacher

Location: Stafford Elementary

Contact Information: 972-483-6342 mbrady@italyisd.org

Name: Dawn Daugherty

Position: PPCD Para

Location: Stafford Elementary

Contact Information: ddaugherty@italyisd.org

Name: Rose Pippins

Position: PPCD Para

Location: Stafford Elementary

Contact Information: rpippins@italyisd.org

Name: Allie Harrison

Position: FLS Elementary Teacher

Location: Stafford Elementary

Contact Information: 972-483-6342 aharrison@italyisd.org

Name: Tara Perkins
Position: FLS Para
Location: Stafford Elementary
Contact Information: tperkins@italyisd.org

Name: Brittany Harris
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Name: Darrell Allen
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Name: Kimberley Richardson
Position: SET Para
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Name: William Clark
Position: CBI Teacher
Location: Italy High School
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Name: Jasenio Anderson
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Name: Tristen Hawkins
Position: SET Teacher
Location: Italy High School
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Name: Aaron Romero
Position: SET Para
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Name: Joe Stephens
Position: DAEP/FinishLine Coordinator
Location: ECSSA Building
Contact Information: 972-483-1815
wstephens@italyisd.org

Name: Rhonda Stillwell
Position: DAEP/FinishLine Para
Location: ECSSA Building
Contact Information: rstillwell@italyisd.org

Instructional Arrangements

ECSSA provides a Free Appropriate Public Education (FAPE) for students with disabilities in order to meet the need for special education and related services. The FAPE must include the alternative placements listed in IDEA Federal Regulations, Texas Education Agency and Commissioner Rulers. FAPE must be provided in the Least Restrictive Environment (LRE) appropriate for the student with primary consideration given to the general education classroom and curriculum.

Instructional Arrangements

Mainstream

Off-Home Campus

Resource

Self-Contained (mild, moderate, severe, regular campus)

Speech

Vocational Adjustment Class (18+)

ECSSA will take steps to ensure the students with disabilities have available to them the variety of educational programs and services available to nondisabled students serviced by the district.

Service Delivery Models

Content Mastery

Content Mastery (CM) allows the student with disabilities to remain in the general education classroom for the content instruction by the general education teacher. For students who need additional instructional time on the general curriculum content, the special education teacher can provide additional instruction. Students must remain in general education during instruction and can only go to CM for additional instruction.

Examples of when a student may use the CMC during class would be:

- When working independently on a packet, written assignment, worksheet, or questions from the textbook
- When the student is assigned to read a chapter during class
- When students are studying for a test, or when a test is to be given

Examples of when a student may not use CM during class would be:

- During a teacher's lecture
- Class discussion, group work, lab or film
- Behavioral disruption (unless specifically stated in the student's behavioral intervention plan)

The CM teacher assumes the major responsibility for integrating the student with learning disabilities into the general class. The CM teacher and the general education teacher reviews the student's strengths and weaknesses together to determine the student's accommodations that will compensate for the student's deficits and still be consistent with the teacher's regular method of instruction.

The appropriate accommodations will then be recommended to the ARD/IEP committee.

The CM teacher supports the general education teacher by:

- Assessing what the student can and cannot do
- Determining the range of appropriate accommodations for a student
- Helping the general education teacher identify those class activities for which the student will need accommodations
- Preparing differentiated materials
- Monitoring student progress
- Maintaining contact with general education teacher
- Providing on-going support for the general education teacher

CM teacher supports the student by:

- Providing study skills instruction when appropriate
- Conferencing with the student to provide feedback
- Guiding the student in problem-solving situations
- Encouraging and acknowledging success
- Providing opportunity to learn organizational skills
- Reteaching academic concepts and skills
- Creating a positive learning environment

Content Master Paraprofessional Responsibilities

- Assist the teacher with clerical operations
- Assist the teacher in preparation of instructional materials
- Assist in drill and practice instructional activities in small groups or individually, as directed by the teacher
- Assist the teacher in the management of classroom materials, books, supplies, and equipment
- Continue supporting the class while the teacher attends ARD meetings or conferences
- Receive advice and suggestions from the special education teacher

- Communicate frequently and freely with the teachers
- Maintain confidentiality of all records
- Perform other tasks and duties as assigned by the special education teacher

General Education Teacher Responsibilities

- Direct delivery of instruction to the student
- Provide the CM teacher with weekly lesson plans, worksheets and keys, copy of tests and keys, due dates of reports, projects, etc.
- Keep the CM teacher informed of needed accommodations
- Grade student's performance
- Provide 3-week progress report and 6-week grade reports to the CM teacher
- Encourage the CM students to use the CM center before and/or after school for additional instructional support as specified on the student's accommodation sheet
- Refrain from sending students to CM for disciplinary action
- Communicate with CM teacher frequently

Resource

Resource is a classroom where the students are in both general education and a special education setting. Instruction in this setting is tailored to the individual needs of each student. Students in this setting often require more intensive interventions and time to make the same progress as a student in general education. Many times, students in this setting are only in a resource class for one (1) or two (2) classes each day and the rest of their classes are in a general education class with accommodations.

For example: a student may be in all general education classes except for math – where they are served in a small environment with a special education teacher. This teacher will prepare the lesson plans, give the lessons and the grades for this student in math.

Co-Teaching/ In Class Support

The Co-teaching service delivery model allows the student to remain in the general education classroom without any pull-out services. The special education teacher is responsible for coordinating and collaborating with the general education teacher to directly assist with the instruction of the lesson. With this model, it is critical to address the student needs appropriately in the ARD meeting and to delineate the exact amount of special education support time that will be provided daily or weekly in the specific subject area. This model can be successful with either the special education teacher or paraprofessional.

Functional Life Skills

The life skills program, also referred to as Functional Life Skills (FLS) has its foundation as the emphasis on functional academics and daily living skills. The ARD committee will individually determine the students with severe challenges who are appropriately served in a more restrictive placement such as Life Skills Classes.

Community Based Instruction

Community Based Instruction (CBI) has its foundation on the emphasis in functional academics, daily living skills, and community job coaching. The ARD committee will individually determine the students with severe challenges who are appropriately served in a more restrictive placement such as a life skills class. These decisions are based on evaluation, development of the goals and the students age.

Pre-School Program for Children with Disabilities (PPCD)

This program focuses on developmental areas and the goals and objectives determined appropriate by the ARD committee. PPCD has its foundation on the emphasis of functional academics and daily living skills. Children in this program are 3-5 years of age.

Homebound

Homebound services are provided to special education students who are unable to attend school due to a medical reason. A physician must state that the student's medical condition will require absence of four consecutive weeks or as stated in local guidelines. Homebound or hospital bedside instruction may, as provided by local district policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school as documented by a physician licensed to practice in the United States.

SET (Social Emotional Teaching)

The SET program is for students with disabilities whose behavior interferes with his/her learning or the learning of others to such an extent that a specialized program in a more restrictive placement is necessary. This program continues to address academic needs while structuring the learning and behavior in order to make progress. The ARD committee will consider assessment and options tried and considered at the local campus prior to any decision for a SET class. As always, the assessment, the goals and objectives needed by the student will drive the ARD decision.

Other Classes

Disciplinary Alternative Education Placement (DAEP)

When a student has committed an infraction to be considered for DAEP, it is important to involve the parents in the disciplinary hearing with the campus discipline officer. Once the hearing is complete, then the DAEP personnel will conduct an intake into their program that will include the information from the discipline hearing. If the student is a special education student, a manifestation ARD will be needed once the discipline hearing is concluded.

FinishLine

FinishLine is a credit recovery option for students who are in need of either fast tracking their high school credits or an opportunity for a student to get caught up in needed credits to graduate. The campus principal will need to sign a recommendation form for a student to be considered for the FinishLine program.

ARD Process

ARD Committee Meeting

All decisions regarding students with disabilities are made in the ARD committee meetings. Any changes in student goals, objectives, instructional arrangement, time in special education/general education or related services must be made in the ARD meetings.

Transition Planning (Secondary)

The ECSSA transition specialist will assist in planning transition activities appropriate for students and their families. The Transition Planning supplement form is used at the secondary level to discuss the IEP goals and objectives that are related to the suggestions and decisions made while planning with the student about post-secondary outcomes. An excellent resource for writing measurable goals is the National Secondary Transition Technical Assistance Center. Having measurable goals is critical to Indicator 13 of our State Performance Plan, so be sure the Employment, Education, and if appropriate, the Independent Living goals are written appropriately.

The ECSSAs Transition Planning supplement must be included in each annual ARD meeting for appropriate aged students. Along with the ECSSA diagnostician, you are responsible for assuring the Transition Planning supplement is included annually in the discussion as goals and objectives are determined.

Manifestation Determination/FBA/BIP

Students with behavioral challenges may be required to have additional paperwork completed. As the student's teacher, be sure to gain knowledge of these unique areas. You may contact the campus diagnostician, campus principal, behavior coordinator or the SET teacher for more information on the student. If a student has a Functional Behavior Assessment (FBA) or Behavior Intervention Plan (BIP), you are required to monitor and document progress as well as any other Individualized Education Plan (IEP) goals and objectives.

Individualized Education Plan (IEP) Documentation

As the student's special education teacher, you are responsible for providing instruction on the goals and objectives and documenting progress on the IEP. You will also prepare and present at the next annual ARD meeting:

_____ The completed IEP, with progress documentation each 6 weeks

_____ The newly proposed IEP you plan to implement for the upcoming year (second notice of ARD meeting and a copy of the draft IEP goals needs to be sent home by the case manager 5 days prior to the ARD meeting).

Progress Reports

You are responsible for informing the parents every six weeks of the progress on the IEP goals (*in the same timely manner as those students in general education*). This includes progress on speech goals, related service goals, behavioral goals, academic goals, etc. Proper updating using eSPED (online special education platform) will allow you to print this report each six weeks. Bring this completed documentation to the annual ARD meeting.

Sample ARD Agenda

- Required members are present
- Introduction and statement of purpose of the ARD
- Review of Evaluation Data: Formal/Informal
 - Include parent/student input
 - Include review of progress on previous year's completed goals and objectives
 - Planning of any additional evaluation if needed
- Determination of the Student's Eligibility
- Determine Present Level of Academic Achievement and Functional Performance (PLAAFP)
 - Academic/Development
 - Include Physical, Behavioral, Prevocational
- Accommodations needed/supplementary aids and services
- Review progress on previous goals and objectives
 - Discuss new proposed draft goals/objectives
 - **Must** be sent home at least **five (5)** days before the meeting
- State and/or district-wide testing: STAAR/EOC
- Placement in Least Restrictive Environment (LRE) to meet student needs
 - Participation in Extracurricular Activities
 - Least Restrictive Environment (Schedule of Services)
 - Related Services or Supplementary Aids and Services

- Assurances and any additional supplement forms
- Minutes, agreement, adjourn – principal

ECSSA Teacher Input for ARD Meeting

Student: _____ Grade: _____

Teacher: _____ Date: _____

Date of ARD Meeting: _____

Purpose of ARD Meeting: _____

Current Instructional Placement:

 Content Mastery _____
Resource _____
Other _____

Behaviors (turns in homework, late to class, frequent absences, participated in class discussions, etc):

Concerns:

Strengths:

State Assessment:

Return to: _____

No later than: _____

General Education Teacher Acknowledgement of Receipt

Student: _____

Teacher: _____

Campus: _____

I am receiving the following sections of the student's current IEP:

_____ Goals and Objectives

_____ Accommodations

_____ BIP

_____ Other: _____

Classroom Teacher Signature: _____ Date: _____

Special Education Teacher Signature: _____ Date: _____

Verification of Receipt

I acknowledge that I have received the instructional modifications and/or current IEP as designated by the ARD Committee for the 2020-2021 school year.

I also acknowledge that I understand teachers in general education are required to modify the general education program as determined by the ARD Committee.

If I need clarification or if I have any questions relating to the student's disability, educational program, or ability, I can contact the special education teachers on my campus.

Other:

Classroom Teacher Signature: _____ Date: _____

Special Education Teacher Signature: _____ Date: _____

Monthly Checklist of Special Education Teacher Responsibilities

August

_____ Obtain student schedules/class lists to know which general education teachers have your special education students.

_____ Provide copies of accommodation sheets, appropriate goals and objectives, BIPS and any other pertinent information teachers may need to all general education teachers. Remember to obtain documentation of received information.

_____ CM teachers: organize sign in sheets for students and determine necessary materials needed for your class.

_____ Resource Teachers: Determine location of reading and math materials, student work, and lesson books to prepare first week of lessons. Let the Director/Principal know if materials are needed.

_____ Meet with a speech pathologist and diagnostician to plan for students with upcoming annual ARDs.

_____ Attend trainings.

Every Six Weeks

_____ Document progress on the teacher copy of the IEP goals and objectives at the end of the first six weeks reporting period and each subsequent reporting period throughout the year.

_____ Progress reports on the student's IEP goals are to be sent to parents at the end of the same reporting period as the general education students. (in addition to any report card sent)

_____ Progress reports on the student's BIP emotional/social goals are to be sent to parents at the end of the same reporting period as the general education students.

_____ Keep a copy of the progress reports that you sent home.

_____ Discuss with principal or ECSSA staff if you have questions.

Bring to Every Annual ARD Meeting

_____ Current IEP with progress marked every six weeks on the IEP (review in the annual ARD)

_____ Bring copies of new draft proposed IEP goals/objectives to present for ARD approval for the upcoming year.

_____ Bring copies of proposed accommodations and schedules of services, as well as proposed accommodations for state assessments.

_____ Results of the student's state assessment. Bring copies of any benchmark tests completed or teacher information to assist with decision making.

_____ Copy of the student report cards and attendance/office referral/behavioral information.

_____ HS – student preparation of Transition Planning form for selection of Post-secondary goals

_____ Any personal care supplement information/health plan

September

_____ Submit a classroom schedule. Your form must include the following information: number of periods per day, the time of each period, the subject taught per period, number of students per period, and whether or not you have an aide that period. The planning period and lunchtime is required.

_____ Verify that the student's ARD/IEP instructional arrangement schedule matches their assigned class schedule.

_____ Begin to test for Extended School Year (ESY) regression.

October

_____ Complete ESY documentation. Keep the documentation for future reference at the annual ARD meeting. Share with campus diagnostician.

_____ Make sure that the student's schedule is consistent with the instructional arrangement that is listed on the ARD document in preparation for PEIMS Snapshot Day (last Friday in October).

January

_____ Set up collaboration time with the special education teachers in your district at the other campuses where your students may be attending the next school year.

_____ After winter break, if you have a student you are considering for ESY, document any regression and the recoupment on critical skill goals and objectives.

_____ HS – begin review of existing Seniors for documentation of: connection to adult service agencies, post school training, employment, etc.

March

_____ After Spring Break, if you have a student that you are considering for ESY, document any regression and the recoupment on critical skill goals and objectives.

April

_____ Place your order for start up materials with ECSSA secretary or campus secretary.

_____ Meet with supervisor and request any other materials necessary for the beginning of the year.

_____ For graduating students, be sure the Summer of Performance has been completed.

May

_____ Clean up your room to be cleaned over the summer. Take home personal things.

_____ Collect from the general education teachers the copies of accommodation folders. Please take apart folders and file appropriate paperwork.

Classroom Expectations

Confidentiality

At the beginning of every school year, all educators are required to complete confidentiality training on their given campus. As the special education teacher, you are also required to use good judgement in the storage and disclosure of personally identifiable information.

Coordinate with General Education

As the special education teacher on the campus, you are responsible for assisting the general education teachers in supporting your students with disabilities. You should coordinate with the appropriate general education teachers (as a minimum) for the following:

- _____ 1. Copies of the accommodations and goals and objectives, as appropriate
- _____ 2. Assistance required with accommodations
- _____ 3. Copies of the BIP/IEP/accommodations as appropriate
- _____ 4. Request for input regarding the IEP of students scheduled for ARD meetings
- _____ 5. Student progress and documentation (ideas for general education teacher on how to document they are providing accommodations as required)

_____6. If a student fails the same subject 2 consecutive grading periods, a failure ARD is mandatory. Please notify your campus diagnostician if a student earns a failing grade in any graded subject.

Lesson Plans

Each campus principal will inform the campus of the lesson plan requirements. Special Education teachers are to follow all campus requirements.

Classroom Schedules

Each special education teacher will submit a classroom schedule to the ECSSA. The Schedule will list the number of periods per day, the time of each period, the subject taught per period, the number of students per period, and whether or not you have an aide that period. The conference period and lunchtime are also needed. The ECSSA has used the schedule to assist teachers' student workloads, plan for visits during planning periods, schedule of ARD meetings, etc.

Role of Instructional Assistant

If you have an instructional assistant assigned to your classroom, please keep in mind you are the person responsible for the instruction of the student. The instructional assistant is an extremely valuable person and may assist you with instructional support but in no means should be held responsible for the instructional program, development of the goals and objectives of reporting progress to parents. Your campus will train the entire campus staff regarding confidentiality of student information.

Behavior Management/Discipline

As the special education teacher, you may often be called upon as the expert on your campus for behavior management issues. State rules regarding Time-out, Restraint and Seclusion requires specific training. ECSSA will provide additional assistance and training if requested in this area. Contact the ECSSA Special Education Director or your school psychologist to determine the expert on your campus.

Restraint: Only trained professionals may restrain a child when that is the only option that has not been tried or if the child is going to injure either themselves or somebody else. Once a child is restrained, the restraint form in esped must be filled out that day and a copy must be given to both the campus administrator and the ECSSA director. The parent must be called by the campus personnel that restrained the child and a copy of the restraint form sent home that day. All Crisis Prevention Institute (CPI) procedures must be followed.

Videotaping: Any taking of pictures of students requires signed parental permission.

Use of CDs/Movies: ECSSA does not support the viewing of videos during classroom instructional time. Any use of CDs/movies must be approved by the campus principal and be supported by students IEP goals and objectives tied to TEKS instruction.

Teacher's Name: _____

Six Weeks: _____

Date: _____

SIX WEEKS TRACKING SHEET
STUDENT PROGRESS

Student Name: _____

Beginning Date: _____

FALL SEMESTER

Periods: 1st 2nd 3rd 4th 5th 6th 7th

Subject							
Teacher							
3 weeks							
1 st 6 weeks							
3 weeks							
2 nd 6 weeks							
3 weeks							
3 rd 6 weeks							
Final Exam							
Absences							
Semester							

SPRING SEMESTER

Periods: 1st 2nd 3rd 4th 5th 6th 7th

Subject							
Teacher							
3 weeks							
1 st 6 weeks							
3 weeks							
2 nd 6 weeks							
3 weeks							
3 rd 6 weeks							
Final Exam							
Absences							
Semester							
FINAL CREDITS							

MW = missing daily work
MQ = missing quiz or test

Abs = excessive absences
NG = no grades

I = incomplete
NE = no effort made in class/tutorials

**SPECIAL EDUCATION FAILURE
DOCUMENTATION FORM**

STUDENT: _____ SUBJECT: _____

TEACHER: _____ CURRENT GRADE: _____

SIX WEEKS (circle): 1 2 3 4 5 6

Date of Parental Contact: _____

Person Contacted: _____

Method of Contact:

- _____ in person (conference)
- _____ telephone conversation
- _____ written (attach copy of letter)

REASON FOR FAILURE:

- _____ Excessive Absences
- _____ Missing Papers: # _____
- _____ Lack of Effort
- _____ Low Test Grades
- _____ Insufficient Accommodations (ARD/IEP meeting will be scheduled)

FAILURE ANALYSIS FORM
Content Mastery Center

STUDENT: _____ COURSE: _____ GRADE: _____

Please check the appropriate space indicating the student's grade and reason(s) for failure:

	GRADE	CODE
FIRST SIX WEEKS	_____	_____
SECOND SIX WEEKS	_____	_____
THIRD SIX WEEKS	_____	_____
FOURTH SIX WEEKS	_____	_____
FIFTH SIX WEEKS	_____	_____
SIXTH SIX WEEKS	_____	_____

CODE FOR ANALYSIS OF FAILURE:

- | | |
|--|---|
| 1. Excessive absences | 9. Student apathy |
| 2. Non-completion of assignments | 10. Limited ability of student |
| 3. Low test grades | 11. School/job conflict |
| 4. Non-utilization of CM | 12. Ineffective techniques/materials |
| 5. Inappropriate course placement | 13. Not bringing materials to class |
| 6. Inappropriate class/level | 14. Entered Sp. Ed. too late to affect grades |
| 7. Inattentiveness | 15. Other |
| 8. Lack of participation in class activities | |

AFTER REVIEW OF THE ARD/IEP SCHEDULE PAGE TO DETERMINE IF SERVICES ARE IMPLEMENTED AS APPROVED, IT HAS BEEN DETERMINED THE STUDENT WHO IS FAILING YOUR CLASS IS TO ATTEND THE CMC AT LEAST _____ TIME(S) PER WEEK.

Handbook Acknowledgement

The information in the handbook and protocols are subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this book.

As the ECSSA provides updated policy information, I accept responsibility for reading and abiding by the changes. I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Human Resources Department if I have questions or concerns or need further explanation.

Print Name

Date

Signature

Ellis County Shared Services Arrangement (ECSSA)

Disciplinary Alternative Program (DAEP)

HANDBOOK 2020-2021

AVALON ISD
ITALY ISD
MILFORD ISD

Elizabeth McDaniel
Director of ECSSA
(972) 483-3212

NON-DISCRIMINATION STATEMENT:

It is the policy of the Ellis County Shared Services Arrangement (ECSSA) not to discriminate on the basis of gender, disability, race, or national origin in its educational or behavioral programs or employment practices as required by Title VI and Title IX, and Section 504 of the Rehabilitation Act.

All complaints shall be handled through established channels and procedures, beginning with the administrative designee of the Disciplinary Alternative Education Program (DAEP) and followed by an appeal to the Director of the Ellis County Shared Services Arrangement (ECSSA).

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP):

DAEP is defined as an educational and self-discipline alternative educational program for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons. Instructions will be provided to students in order that they meet educational objectives respective to promotion at their grade level or for high school, allowing students to meet their individual graduation plans.

The purpose of DAEP is to provide education in both academics and self-discipline, in order for students to return to their home campuses and to be successful in the instructional setting, as well as to successfully comply with the student code of conduct. Besides academic instruction, **counseling will (by law) be provided** to DAEP students.

Counseling will focus on the behavior(s) that led to placement in DAEP. Parents will be encouraged to attend counseling with their son or daughter. Social and problem-solving skills, anger management, conflict resolution, and other skills will be taught while students are serving their DAEP assignment.

Upon entry into DAEP, any additions to the Individual Plan for Success (IPS) will be discussed with the parent and student. Before students return to their home campus, our staff may require the development of specific transition procedures, including a written timeline and a summary of their behavioral and academic student performance while in the DAEP placement. Counseling staff will be involved, for a brief period, in following the performance of each student upon returning to their home campus..

Your signature below acknowledges your understanding of the mission and policies of DAEP. If questions arise regarding any aspect of DAEP, please call the director's office at 972-483-3201, in order for questions or concerns to be addressed promptly.

SCHEDULES AND SCHOOL CALENDAR:

DAEP will follow the Italy ISD school calendar. School will begin at 8:30 AM and release at 3:00 PM. On early release days, school will begin at 8:05 AM and release at 12:00 PM. Early release days are listed on the Italy ISD Academic Calendar, which can be obtained online on the Italy ISD website. Students attending via Avalon and Milford will adhere to the Italy Independent School District's calendar.

RELEASE FROM SCHOOL:

At no time will a student be released from DAEP, other than during regular dismissal hours, except with advance permission of the director or designee. If a student leaves the campus without permission, the Italy Police Department will be notified. Proper care will be exercised to determine that a child is released to the parent/guardian in charge of the student. In lieu of early dismissal, students' parents/guardians must sign-out their children with the ECSSA secretary.

SEARCH OF STUDENTS:

School officials may randomly search a student's outer clothing, pockets, or property by establishing reasonable suspicion or by securing the student's voluntary consent. A hand-held metal detector may be used to enter the building. If reasonable suspicion is determined and the student refuses to comply, the Italy ISD Police Department will be notified.

EXPULSION AND EXPELLABLE OFFENSES:

Expulsion and the expulsion process is the responsibility of the home district/campus. The Director of DAEP can make a recommendation for expulsion to the home district of the student for certain serious violations of the student code of conduct. The student's home district will notify the parent of the expulsion recommendation and of the student's/parent's rights in the process.

TESTING

Testing at regularly scheduled times, including but not limited to EOC, TELPAS, and STAAR, will be administered to students assigned to DAEP.

VISITORS

Visitors are NOT PERMITTED. Ellis County DAEP is a LOCKED DOWN FACILITY for SECURITY purposes. Appointments for intakes may be made by calling 972-483-3201.

PERMISSION TO LEAVE SCHOOL

Students are not allowed to leave DAEP before school dismisses without securing permission of the director or designee. The office will contact the parent/guardian before a student leaves campus, if prior notification has not been received from home. Whomever picks up a student must come into the building, sign-out the student at the reception window, and provide picture identification.

EXTRA-CURRICULAR ACTIVITIES:

While assigned to DAEP, students may not attend extra-curricular activities or school sponsored events engaged in by their home District.

STUDENTS ASSIGNED TO DAEP ARE NOT PERMITTED ON THEIR HOME CAMPUS, WITHOUT THE DIRECT PERMISSION OF THE CAMPUS PRINCIPAL.

STUDENTS WILL FOLLOW THE CODE OF CONDUCT OF THE ITALY SCHOOL DISTRICT. FAILING TO ABIDE BY THE CODE WILL RESULT IN FURTHER DISCIPLINARY CONSEQUENCES.

LENGTH OF STAY

Students are expected to have a successful stay in DAEP, in order to exit the program and return to their home campus. Credit for each day served in the program shall be determined by the student's daily attendance, daily behavior, and daily completion of curriculum assignments. **Failure to attend, to behave appropriately, or to complete daily assignments shall result in the loss of credit for that particular day, extending the student's stay in DAEP.**

Students must be in attendance for the entire school day to get credit for that day.

GRADES AND ATTENDANCE:

Students assigned to the program will remain on the register of their home campus. The home campus will be notified of attendance and grades earned while in attendance at DAEP.

MEDICATION:

Prescription and over-the-counter medication will only be administered to students when DAEP receives a written request from the parent to administer the medication AND the medication is in the original container labeled appropriately. Students may not have any type of medication or drugs in their possession. If a student is in possession of medication or drugs, they will be subject to disciplinary action. All medication must be in the DAEP office and distributed appropriately.

PARENT – TEACHER CONFERENCES:

At no time should a parent be in doubt of their child's progress. Parents are notified of the students' progress in DAEP through reports or through telephone conferences. Parents should contact DAEP to arrange a conference with the teacher, administrator, or to schedule a counseling time.

ATTENDANCE AND TRUANCY POLICY:

Students in grades K-8 are required to be in attendance for at least 90% of days offered in order to receive credit for the year. Students in grades 9-12 are required to be in attendance for at least 90% of the days in a semester in order to receive credit for that semester.

Certain absences may be considered "excused absence(s)," including personal illness, family illness or death within the immediate family, dangerous weather or road conditions, or any other circumstances acceptable to the director. Upon returning to school from an absence, the student should provide to the office either a note from a parent or appropriate authorities (e.g., physician).

Student(s) who are absent from school without permission will be considered truant. The student will be referred to the home campus as truant. Students who become sick during the school day will be referred to the school nurse or nurse's assistant. The nurse or nurse's assistant will decide whether or not the student should be sent home. The DAEP office will notify the parent.

In the case of unexpected problems which prevent school attendance, the parent is responsible for notifying the DAEP office in order for the student not be counted as truant.

DRESS CODE FOR DAEP

STUDENTS ASSIGNED TO DAEP FROM ITALY ISD WILL WEAR THE ITALY ISD DRESS CODE. **EXCEPTION: SHORTS ARE NOT ALLOWED.**

Students assigned from Avalon and Milford Districts should note the following regarding acceptable dress:

- No shorts allowed
- Polo-style collared shirt (No T-Shirts)
- Blue jeans: (plain) no designs are allowed. Jeans should be sized appropriately to prevent sagging and with no over-sized pockets. **NO HOLES, FRAYS, OR RIPS ALLOWED**
- Belt: a plain belt must be worn if the pants have belt loops.
- Shoes are to be worn. NO SANDALS, SLIDES, OPEN-TOED, SLIPPERS, OR ANY VARIATION OF SANDAL. Shoes MUST have a back on them.
- THE FINAL DECISION OF A STUDENT'S DRESS CODE WILL BE UP TO THE DIRECTOR OR DESIGNEE.

CURRICULUM:

Students enrolled in DAEP will be provided courses in math, language arts, science and history. For students in grades 9 through 12, special arrangements will be made with the home district to provide services in other curriculum areas to receive credit in their current courses.

DAEP COUNSELING

Italy Independent School District (IISD) encourages all IISD students assigned to DAEP to participate in counseling with the ECSSA staff. IISD believes that parent/student counseling sessions are beneficial in bringing about behavioral change. IISD students attending DAEP for the first time are eligible to participate with their parent/guardian in counseling sessions.

A student may reduce his/her DAEP placement by a maximum of five (5) days if both the parent and student participate in the counseling. Every one (1) hour of counseling = one (1) day reduction from DAEP placement

With a repeat DAEP offender, counseling is strongly suggested; however, reduction of days for DAEP placement is the sole discretion of the campus principal. Counseling with parent and student should be related to the infraction that resulted in the DAEP placement (e.g., fighting: anger management, conflict resolution, anti-bullying)

THE BOARD OF DIRECTORS FOR ECSSA HAS APPROVED THIS HANDBOOK FOR THE DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM. THE BOARD OF DIRECTORS FOR ECSSA RECOGNIZES THAT PLACEMENT IN DAEP MAY IMPOSE CERTAIN HARDSHIPS ON AND LIMITATIONS TO STUDENTS IN THIS ENVIRONMENT. EACH DISTRICT IN ECSSA MAY BE CONTACTED BY THE PARENT OF THE ASSIGNED STUDENT CONCERNING PERSONAL ISSUES INVOLVING THEIR CHILD.

Receipt for the DAEP Handbook

This is to verify that we have received a copy of the DAEP Handbook, which explains the Disciplinary Alternative Education Program.

Student Name

Date

Parent / Guardian Name

Date

District

**Ellis County Shared Services Arrangement
Disciplinary Alternative Education Program
300 S. College Street Italy, TX 76651
PHONE: 972-483-3201 FAX: 972-483-6152
Director: Elizabeth McDaniel
Designee: William Stephens/Jason Lawson**

Placement Data

School District: Avalon ISD _____ Italy ISD _____ Milford ISD _____

Student Name: _____ **Date:** _____

DOB: _____ **Age:** _____ **Grade:** _____ **Male/Female:** _____ **Ethnicity:** _____

Parent/Guardian Name: _____

Phone: (H): _____ (W): _____ (C): _____

Address: _____

Alternate Contact: _____ **Phone:** _____

General Education _____ **Special Education** _____ **504** _____ **Health Care Plan** _____

Meals: Free Lunch _____ Reduced Lunch _____ Paid Lunch _____

Transportation: Parent _____ Student _____ IEP/ARD (Bus) _____

Medication: Home _____ School _____ **Behavior Support Plan:** Yes _____ No _____

Special Needs: _____

Information Checklist: Student Schedule _____ Textbooks _____ IPAD _____

Reason for Placement:

Number of Days Assigned to DAEP: _____ **Eligible for Early Release:** Yes _____ No _____

***Intake Conference Date:** _____ **Time:** _____

Administrator Name: _____ **Title:** _____

***Parents:** Please confirm Intake Conference Date and Time by telephone at (972) 483-3201

I have received a Parent/Guardian copy of the Handbook at the Intake Conference. My signature verifies that I understand the conditions of DAEP.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

To be filled out by ECSSA Staff During Intake Meeting:

DAEP Start Date: _____ Projected End Date: _____

Parent/ Guardian Name: _____ Cell number: _____

Alternate contact person if unable to reach the Parent / Guardian:

Name: _____ Phone Number: _____

ANY CHANGES OF ADDRESS OR TELEPHONE NUMBERS SHOULD BE REPORTED TO THE TRANSPORTATION DEPARTMENT AT 972-483-3201

The “*Finish Line*” Program

Finish Line is a credit recovery program for students at-risk of not graduating from high school. The program has a goal of helping students earn their high school diploma. This program is designed to provide an environment of success, to improve attendance, and to reduce dropout rates.

Finish Line accepts students in grades 9 through 12 who may have a variety of factors affecting their academic success, which would reduce the likelihood of graduation without intervention. The course work is primarily on-line/computer with some hands-on activities and art classes. Students work at their own pace, but are held to a minimum standard of progress.

The instructor mentors the students in goal setting and maintaining positive progress toward completing credits. Tutoring and practice for EOC STAAR testing is also provided at a minimum level. The lack of having a core educator for math, science, English, and history makes complete tutoring impossible. The curriculum offered allows students to graduate on a foundation plan with endorsements, when all testing requirements have been met.

The web-based, computer curriculum tests students at the end of each lesson, module, and course, and allows those that pass their tests with at least an 80 percent to move on. For those who don't pass, the computer program identifies the content they seemed not to understand, reteaches, and retests.

For admission, the student must score at an 8th-grade level on standardized reading and math tests, pass an interview with the counselor, and sign an achievement contract. Each student will get a learning plan that plots an individual path to graduation and then to a trade program, a job, or college.

- **Students enrolled in Finish Line are not eligible to participate in extracurricular activities or UIL events.**
- **Students enrolled on Finish Line are required to maintain a 95% attendance rate. Removal from the program and enrollment into a regular educational setting will occur should attendance drop below 95%.**
- **Students are not allowed on campus after 12:30 pm.**
- **Students are required to attend four hours of class daily. Hours will be 8:00 a.m. to 12:00 p.m.**
- **All Student Handbook and Code of Conduct rules apply.**
- **Students who complete all Finish Line requirements and are eligible for graduation may take part in graduation exercises and graduate with their peers.**



Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: ITALY ISD(070907)	Publication Level 1: 8/6/2020 9:26:37 AM
Status: Passed	Publication Level 2: 8/6/2020 11:17:34 AM
Rating: A = Superior	Last Updated: 8/6/2020 11:17:34 AM
District Score: 94	Passing Score: 60

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	3/30/2020 1:06:22 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	3/30/2020 1:06:22 PM	Yes
2.B	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	3/30/2020 1:06:22 PM	No
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	3/30/2020 1:06:23 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	3/30/2020 1:06:23 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)	3/30/2020 1:06:24 PM	8
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)	3/30/2020 1:06:24 PM	10
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.	3/30/2020 1:06:24 PM	8
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	3/30/2020 1:06:24 PM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	3/30/2020 1:06:26 PM	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	3/30/2020 1:06:26 PM	8
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	3/30/2020 1:06:27 PM	10
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	3/30/2020 1:06:29 PM	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	3/30/2020 1:06:29 PM	10

15	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	3/30/2020 1:06:29 PM	10
			94 Weighted Sum
			1 Multiplier Sum
			94 Score

DETERMINATION OF RATING

A.	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p>		

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