



## REQUIRED FORMS

### Acknowledgment of Electronic Distribution of Parent/Student Handbook and Student Code of Conduct

My child and I have been offered the option to receive a paper copy of the Parent/Student Handbook and the Student Code of Conduct or to electronically access them at [www.tylerisd.org](http://www.tylerisd.org).

I have chosen to:

- Receive a paper copy of the Parent/Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Parent/Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

I understand that the handbooks contain information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the ***Parent/Student Handbook*** and the ***Student Code of Conduct***. If I have any questions regarding the Parent/Student Handbook and the Student Code of Conduct, I should direct those questions to the principal at my child's campus.

Printed name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Printed name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

*Please sign and date this page, remove it from the handbook, and return it to the student's school.*

## **Notice Regarding Directory Information and Parent's Response(s) Regarding Release of Student Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Tyler ISD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Tyler ISD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Direct information [see Student Privacy Choice Notices, pg. iii], which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organization without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without prior written consent.

If you do not want Tyler ISD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 8, 2016 [See Privacy Option Form, page iv].

## **Student Privacy Choice Notices**

### **Directory Information**

**Tyler ISD has designated the following student information as directory information:**

- Student's name
- Address
- Telephone listing
- Photograph
- Video image
- Date of birth
- Major field of study
- Email address
- Honors and awards received
- Dates of attendance
- Grade level
- Most recent school attended
- Participation in school activities and sports
- Weight and height of a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.

The Privacy Option Form allows this choice to be made and must be returned to your student's school to make your student's information private.

### **Release of Student Information to Military Recruiters and Institutions of Higher Learning**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary students (9th through 12th grades) enrolled in a district, unless the parent or eligible student directs the district not to release information released without prior written consent, the Privacy Option Form allows this choice to be made and must be returned to your student's school to make your student's information private.

### **Publications and Media**

Students who attend school at Tyler ISD are occasionally asked to be part of school and/or District publicity, publications and/or public relations activities. Information subject to disclosure includes student's name, picture, art, written work, voice, verbal statements and/or portraits (video or still) to be used for public relations, public information, school or district promotion, publicity, and instruction. Pictures and articles may or may not personally identify the student. The pictures and/or videos may be used by the District in subsequent years and no monetary consideration shall be paid. The Privacy Option Form allows this choice to be made and must be returned to your student's school to make your student's information private.

If you choose to restrict information on your student for media and publications, every effort will be made to restrict the information; however, state law permits a school to make a video or voice recording without parental permission for the following circumstances:

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

# Privacy Option Form

**This form must be returned by August 31, 2018, or within ten school days of your child’s first day if you would like any of your student’s information to be kept private.**

Unless instructed by parent/guardian, Tyler ISD will release the designated (directory) information on your student. You can indicate your choices by returning this form. Privacy options for the previous school year are on file and changes to your student’s information will only be made if a new Privacy Option Form is placed on file. **IF A PRIVACY OPTION FORM IS NEVER PLACED ON FILE FOR YOUR STUDENT, THE DESIGNATED DIRECTORY INFORMATION (See Student Privacy Choice Notices) WILL BE AVAILABLE UPON REQUEST (will not be held as private).**

**YOU ONLY NEED TO RETURN THE PRIVACY OPTION FORM, IF:**

- 1. YOU WANT TO MAKE A CHANGE TO THE PREVIOUSLY FILED PRIVACY OPTION FORM;**
- 2. YOU WANT YOUR STUDENT’S INFORMATION TO BE PRIVATE.**

<i>I agree to allow Tyler ISD to release directory information on my student for the following purposes:</i>	<b>YES, I AGREE</b>	<b>NO, KEEP PRIVATE</b>
School Sponsored (ex. PTA, Yearbook, Honor Rolls and other recognition lists)		
Non-School Sponsored (ex. Requests from an outside party for public information)		
Media Publications and Images (ex. Media broadcasts, TISD-TV Channel 19 programming, district/campus web pages)		
<b>HIGH SCHOOL STUDENTS ONLY (9<sup>th</sup> – 12<sup>th</sup> grade)</b>		
Military and Higher Education Requests: (ex. Requests from the US Military branches or Colleges)		

***I hereby give the district the above noted permission regarding disclosure of information on my student.***

Student Name (print): \_\_\_\_\_  
 Student ID No. or SSN: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Campus: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Parent Name (print): \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **NOTICE TO PARENTS**

### **Asbestos Management Plan**

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 administration office and at each campus via district intranet. If you have any questions or would like to examine the district's plan in more detail, please contact Tim Loper, the district's asbestos coordinator at 903-262-1055.

### **Pest Management Plan**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment may contact Robert Grant, the district's IPM coordinator at 903-262-1056.

### **Additional Notices**

Other important notices in the Student Handbook cover the following topics:

- Student participation in a survey, analysis, or evaluation;
- Opting out of surveys and data collection activities;
- Requesting the professional qualification of teachers and staff;
- Requesting a transfer of your child to a safe public school;
- Assistance to students who have learning difficulties;
- Student records;
- Bacterial meningitis;
- Career and technical education (CTE) programs;
- Homeless students; and
- School lunch programs.

***Please take some time to review these notices and other important information contained in the Student Handbook.***

## **CIVILITY SECTION**

Members of the Tyler Independent School District's staff will treat parents and other members of the public with respect and expect the same in return. The district must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. We do not intend for this policy to deprive any person of his or her right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communication and discourage volatile, hostile, or aggressive actions. This district seeks public cooperation with this endeavor.

1. **Disruptive Individual Must Leave School Grounds.** Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school district property will be directed to leave school or school district property promptly by the school's principal or other chief administrative officer.
2. **Directions to Staff in Dealing with Abusive Individual.** If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly. If the abusive individual does not stop the behavior, the district employee will verbally notify the abusing individual that the meeting, conference, or telephone conversation is terminated; and, if the meeting or conference is on district premises, the employee shall direct the abusive individual to leave promptly.
3. **Provide Policy and Report Incident.** When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should provide a written copy of this policy at the time of the occurrence. The staff member will then immediately notify his or her supervisor and provide a written report of the incident.

The Civility Policy is not intended to deprive a person of the right to express his or her view. Rather, the purpose of this policy is to maintain an environment where all can speak freely in accordance with the mission of the school to educate children. Volatile, hostile, aggressive actions are not conducive to the educational mission. Parents can express themselves, but Tyler Independent School District personnel have the right to walk away or to ask them to leave.

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## **Preface**

To Students and Parents:

Welcome to the 2018-2019 school year! Education is a team effort, and we know that students, parents, teachers and other staff members all working together can make this a wonderfully successful year for our students.

The Tyler Independent School District Parent/Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

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

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

Both students and parents should become familiar with the Tyler ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on our district’s website at [www.tylerisd.org](http://www.tylerisd.org) or a hard copy may be obtained at your child’s campus from the principal’s office.

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

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

Please be aware that the Parent/Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect the Parent/Student Handbook provisions. The district reserves the right to modify provisions of the Parent/Student

Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstance.

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, school counselor, or the principal.

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

1. Acknowledgement Form Or Acknowledgment of Electronic Distribution of Student Handbook; that you have read the Student Code of Conduct;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
3. Parents Object to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict release of information to these entities; and
4. Consent/Opt-Out Form.

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

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

## **SECTION I: Parental Rights**

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

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

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

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

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

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

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

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

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

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

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

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

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

[See **Video Cameras** section for more information.]

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

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet OR submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

**NOTE:** If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even if the box on the enrollment record sheet is marked allowing corporal punishment to be used.

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

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

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

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

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

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

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information.” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This “directory information” will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year. [See the Notice Regarding Directory Information and Parent’s Response(s) Regarding Release of Student Information, Student Privacy Choice Notices and Privacy Option Forms.]

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date of birth; major field of study; honors; awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also review the information at **Authorized Inspection and Use of Student Records**.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Human Sexuality Instruction**

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

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

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

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

ESTEEM (Encouraging Students to Embrace Excellent Marriage) is a peer reviewed curriculum that is grade/maturity level appropriate, designed to address student character development, adolescent safety, and sexual risk avoidance.

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

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless

(1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

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

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

### **Religious or Moral Beliefs**

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

### **Tutoring or Test Preparation**

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

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

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

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

### **Instructional Materials**

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. Please make this request to your child's campus principal.

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

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

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

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

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

## **STUDENT RECORDS**

### ***Accessing Student Records***

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

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns

- State assessment instruments that have been administered to your child
- Teaching materials and test used in your child’s classroom

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

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

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

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

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

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

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

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes

and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

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

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

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

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

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

**The address of the Records Management office is: 807 West Glenwood Tyler, Texas 75701.**

**The addresses of the principals’ offices are:**

<p><b>Austin Elementary</b> Brandy Holland, Principal 1105 West Franklin Street Tyler, Texas 75702 903-262-1765</p>	<p><b>Rice Elementary</b> Shelly Bosley, Principal 409 Carriage Drive Tyler, Texas 75703 903-262-2555</p>
<p><b>Bell Elementary</b> Sheri Barberee, Principal 1409 Hankerson Tyler, Texas 75701 903-262-1820</p>	<p><b>Andy Woods Elementary</b> Georgeanna Jones, Principal 3131 Fry Avenue Tyler, Texas 75701 903-262-1280</p>
<p><b>Birdwell Elementary</b> Bethany Moody, Principal 2010 South Talley Avenue Tyler, Texas 75701 903-262-1870</p>	<p><b>Boulter Middle School</b> Tara Hinton, Principal 2926 Garden Valley Road Tyler, Texas 75702 903-262-1390</p>
<p><b>Bonner Elementary</b> Julie Shumake, Principal 235 South Saunders Tyler, Texas 75702 903-262-1920</p>	<p><b>James S. Hogg Middle School</b> Zach Cazares Principal 920 South Broadway Tyler, Texas 75701 903-262-1500</p>
<p><b>Caldwell Elementary Arts Academy</b> Bobby Markle, Principal 331 South College Tyler, Texas 75702 903-262-2250</p>	<p><b>Hubbard Middle School</b> Geoffrey Sherman, Principal 1300 Hubbard Drive Tyler, Texas 75703 903-262-1560</p>

<p><b>Clarkston Elementary</b> Gretchen Nabi, Principal 2915 Williamsburg Drive Tyler, Texas 75701 903-262-1980</p>	<p><b>Moore MST Magnet School</b> Claude Lane, Principal 2101 Devine Street Tyler, Texas 75701 903-262-1640</p>
<p><b>Dixie Elementary</b> Joanne Saul, Principal 213 Patton Lane Tyler, Texas 75704 903-262-2040</p>	<p><b>Three Lakes Middle School</b> Christopher Blake, Principal 2445 Three Lakes Parkway Tyler, Texas 75703 903-952-4400</p>
<p><b>Douglas Elementary</b> Christy Roach, Principal 1525 North Carlyle Avenue Tyler, Texas 75702 903-262-2100</p>	<p><b>John Tyler High School</b> Chanel Howard-Veazy, Principal 1120 North Northwest Loop 323 Tyler, Texas 75702 903-262-2850</p>
<p><b>Griffin Elementary</b> Steven Ladd, Principal 2650 North Broadway Tyler, Texas 75702 903-262-2310</p>	<p><b>Robert E. Lee High School</b> Dr. Dan Crawford, Principal 411 East Loop 323 Tyler, Texas 75701 903-262-2625</p>
<p><b>Dr. Bryan C. Jack Elementary</b> Brett Shelby, Principal 1900 Balsam Gap Lane Tyler, Texas 75703 903-262-3260</p>	<p><b>Boshears Center</b> Brooke Parker, Director 3450 Chandler Highway Tyler, Texas 75701 903-262-1350</p>
<p><b>Jones Elementary MST Academy</b> Natasha Crain, Principal 3450 Chandler Highway Tyler, Texas 75701 903-262-2360</p>	<p><b>Early College High School</b> DelSenna Frazier, Director 2800 W. Shaw St. Tyler, Texas 75701 903-262-3098</p>
<p><b>Orr Elementary</b> Stephen Young, Principal 3350 Pine Haven Road Tyler, Texas 75702 903-262-2400</p>	<p><b>DAEP Alternative School</b> Dr. Kenneth Gay, Executive Director 807 West Glenwood Tyler, Texas 75701 903-262-3070</p>
<p><b>Owens Elementary</b> Laurie Greathouse, Principal 11780 CR 168 Tyler, Texas 75703 903-262-2175</p>	<p><b>R.I.S.E. Academy</b> Dexter Floyd, Coordinator 2800 W. Shaw St. Tyler, Tx 75701 903-262-3040</p>
<p><b>Peete Elementary</b> Susana Martinez-Arroyo, Principal 1511 Bellwood Dr. Tyler, Texas 75701 903-262-2460</p>	<p><b>Career &amp; Technology Center</b> Vanessa Holmes, Director 3013 Earl Campbell Parkway Tyler, Texas 75701 903-262-1024</p>

<b>Ramey Elementary</b> Cassandra Chapa, Principal 2000 North Forest Tyler, Texas 75702 903-262-2505	
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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 records should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

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

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at [www.tylerisd.org](http://www.tylerisd.org).

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

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

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

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

### **Children of Military Families**

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

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

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

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

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

#### ***Multiple Birth Siblings***

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

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

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. Contact the Office of Constituent Services at 903-262-1017 for more information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** in this handbook, policy FDB and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).] Contact the Office of Constituent Services at 903-262-1017 for more information.
- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that the student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

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

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

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

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

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

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

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

- Assist the student with completion of any applications for admission or for financial aid;
- Arrange and accompany the student on campus visits;
- Assist in research and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;

- Assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by the DFPS; and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

[See also **Credit by Examination for Advancement/Acceleration, Course Credit, and Students in Foster Care** sections in this handbook.]

## **Students Who Are Homeless**

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

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

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

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

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 also **Credit by Examination for Advancement/Acceleration, Course Credit, and Homeless Students** sections in this handbook.]

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

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

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written 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 Leslie Brinkman George at 903-262-1028.

### ***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 Kim Paetzel at 903-262-3185.

[See also Students with Physical or Mental Impairments Protected under Section 504 sections in this handbook.]

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

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

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

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the

other children in the household. The parent or guardian should speak with the transportation department regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL).]

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

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

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

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

[See policy FB.]

[See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services sections in this handbook.]

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

Topics in this section of the handbook contain important information on academics, school activities and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Constituent Services at 903-262-1017.

### **Absences/Attendance**

Regular school attendance is essential for a student to make the most of his or her education – to benefit from teacher-led and school activities, to build each day's learning on the previous day's,

and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws – one dealing with the required presences of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit – are of special interest to students and parents. They are discussed below.

## **Compulsory Attendance**

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

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

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

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

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

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

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

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

## **Exemptions to Compulsory Attendance**

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

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

- Religious holy days;

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

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

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

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

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

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

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

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

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

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

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or

from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

### ***Students with Disabilities***

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

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

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

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

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

The truancy prevention facilitator for the district is John Johnson. If you have questions about your student and the effect of his or her absences from school, please contact the district facilitator in the constituent services office or a campus administrator where your student attends school.

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

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

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

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

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

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

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

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

- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

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

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

Official attendance is taken every day at 9:30 a.m., which is during the second instructional hour as required by state law.

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

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

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

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

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

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

Within 3 (three) days of returning to school, a student absent for more than 5 (five) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absences from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

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

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

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

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

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

Information about all of these can be found on the district's website at [www.tylerisd.org](http://www.tylerisd.org). Hard copies of any reports are available upon request to the district's administration office.

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

## **AWARDS AND HONORS**

Many awards and honors are available for students. Contact your child's campus for more information.

## **BULLYING (All Grade Levels)**

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

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

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

The district is required to adopt policies and procedure regarding:

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

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

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

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

provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

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

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

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

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

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

The district offers career and technical education programs in the following areas: Agriculture, Food and Natural Resources; Architecture and Construction; Arts; A/V Technology and Communications; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing, Sales and Service; Science, Technology, Engineering and Mathematics; Transportation, Distribution and Logistics.

Admission to these programs is based on a student's interests and career goals, completion of course prerequisites and a student's achievement level in English Language Arts and Mathematics.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities as required by the Title VI of the Civil Rights Acts of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

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

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

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

[See **Food Allergies.**]

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

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

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

signs to be aware of include withdrawal, depression, sleeping and eat disorders, and problems at school.

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (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.](#)]

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 1](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 2](#)

Reports of abuse or neglect may be made to:

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

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

### **Valedictorian and Salutatorian**

Two members of each graduating class shall be honored as valedictorian and salutatorian. The following selection guidelines shall apply:

1. All grades earned in TISD, including credits earned through credit-by-exam or TISD advanced placement policy prior to September 1, 1996 and courses taken for graduation credit at the middle school level, shall be averaged at the end of the fifth six weeks on a six weeks schedule or term 3 on a nine weeks schedule prior to graduation. This grade point average determines official class rank.

2. In case of a tie for valedictorian and/or salutatorian, the district will award co-scholastic honors (co-valedictorian/co-salutatorian).

The following guidelines are effective for students entering ninth grade in the 2000-2001 school year and **thereafter**:

1. To be eligible for valedictorian or salutatorian honors, a student must have been initially and continuously enrolled in the assigned school for the four regular semesters (fall and spring) preceding graduation and must have completed the Recommended Program or the Distinguished Achievement Program for graduation.

2. To qualify to speak at graduation as valedictorian or salutatorian, a student shall not have been engaged in any serious misconduct as defined by the student code of conduct, including assault, possession of a weapon, alcohol or drug related offenses, arson or felony criminal mischief during his or her last two (2) semesters.

3. Should the valedictorian or salutatorian not be the first- or second-ranked student in the class due to eligibility requirements for these honors, the actual class rankings will be indicated on the graduation program through the salutatorian position.

[For further information, see policies at EIC.]

Beginning with students who entered grade 9 in the 2014-15 school year, a new graduation program is in effect. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

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

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

[See **Schedule Change** for information related to student request to revise their course schedule.]

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

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

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

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

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

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

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

Students and parents should contact the counselor for further information about the application process and deadlines.

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

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

## **College Credit Courses (Secondary Grade Level Only)**

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TxVSN);

- Enrollment in courses taught in conjunction and in partnership with local junior colleges and/or universities, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

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

## **Communications – Automated**

### **Emergency**

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

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

### **Nonemergency**

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

## Complaints and Concerns (All Grade Levels)

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

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

## Conduct (All Grade Levels)

### Applicability of School Rules

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

### Campus Behavior Coordinator

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

<b>Austin Elementary</b> Kim Hill, Assistant Principal 903-262-1765	<b>Rice Elementary</b> Brittany Thompson, Assistant Principal 903-262-2555
<b>Bell Elementary</b> Tamara Johnson, Assistant Principal 903-262-1820	<b>Andy Woods Elementary</b> Brittany Garrard, Assistant Principal 903-262-1280
<b>Birdwell Elementary</b> Shelby McElyea, Assistant Principal 903-262-1870	<b>Boulter Middle School</b> John Williams, Assistant Principal Cole Sartor, Assistant Principal 903-262-1390

<b>Bonner Elementary</b> Ricardo Alvarez, Assistant Principal 903-262-1920	<b>James S. Hogg Middle School</b> Robert Ogden, Assistant Principal 903-262-1500
<b>Caldwell Elementary Arts Academy</b> Laura Helm, Assistant Principal 903-262-2250	<b>Hubbard Middle School</b> Jeremiah Granado, Assistant Principal 903-262-1560
<b>Clarkston Elementary</b> Stephanie Burns, Assistant Principal 903-262-1980	<b>Moore MST Magnet School</b> Aubrey Ballard, Assistant Principal 903-262-1640
<b>Dixie Elementary</b> Crystal Clark, Assistant Principal 903-262-2040	<b>Three Lakes Middle School</b> Cedric Newton, Assistant Principal 903-952-4400
<b>Douglas Elementary</b> Sandra Owens, Assistant Principal 903-262-2100	<b>John Tyler High School</b> Dr. Clay Currier, Assistant Principal 903-262-2850
<b>Griffin Elementary</b> Patrina Pinkerton, Assistant Principal 903-262-2310	<b>Robert E. Lee High School</b> Rodney Wallace, Assistant Principal 903-262-2625
<b>Dr. Bryan C. Jack Elementary</b> Kylie Spears, Assistant Principal 903-262-3260	<b>Boshears Center</b> Lora King, Assistant Director 903-262-1350
<b>Jones Elementary MST Academy</b> Sarah Platten, Assistant Principal 903-262-2360	<b>Early College High School</b> Dr. Eddie Dunn, Dean of Students 903-262-3098
<b>Orr Elementary</b> Laura Riggins, Assistant Principal 903-262-2400	<b>DAEP Alternative School</b> Mitch Rhodes, Assistant Principal 903-262-3070
<b>Owens Elementary</b> Shinnitta Foreman, Assistant Principal 903-262-2175	<b>R.I.S.E. Academy</b> Dr. Eddie Dunn, Dean of Students 903-262-3040
<b>Peete Elementary</b> Laurie Wells, Assistant Principal 903-262-2460	<b>Career Technology Center</b> Lora King, Assistant Director 903-262-2465
<b>Ramey Elementary</b> DeMettruss Muse, Assistant Principal 903-262-2505	

## Disruptions of School Operations

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

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

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

## **Social Events**

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

A student attending a social event will be asked to sign out when leaving before the end of the event. Anyone leaving before the official end of the event will not be re-admitted.

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

## **Counseling**

### **Academic Counseling**

#### ***Elementary and Middle School Grade Levels***

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

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

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

High School students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn 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 year and other information that will help to make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

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

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

[See **Substance Abuse Prevention and Intervention** and **Suicide Awareness** and **Child Sexual Abuse** and **Other Maltreatment of Children** and **Dating Violence**.]

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

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

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

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 the course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade

in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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 offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

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

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The examination offered by the district are approved by the district’s board of trustees, and state law requires the use of certain examination, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which examination are scheduled during the 2018-2019 school year will be published in appropriate district publications and on the district’s website at [www.tylerisd.org](http://www.tylerisd.org). The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

### **Students in Grades 1-5**

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

### **Students in Grades 6-12**

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP,

or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

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

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

### **Dating Violence**

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

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

## **Discrimination**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, 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 the student's ability to participate in, or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive education 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, humiliating, or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kind of aggressive conduct such as theft or damage to property.

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

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

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

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

Examples of prohibited 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.

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault;

threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

## **Retaliation**

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

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

## **Reporting Procedures**

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

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

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

## **Investigation of Report**

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

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

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

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

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

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

## **Discrimination**

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

## **Distance Learning**

### **All Grade Levels**

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

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

Credit toward state graduation requirements may be granted for distance learning courses only as follows:

1. Students may earn course credit through distance learning technologies, such as satellite, internet two-way video conferencing and instructional television.
2. The distance learning courses must include the state-required essential knowledge and skills for such a course.

### **Texas Virtual School Network (TxVSN) (Secondary Grade Levels Only)**

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 limitation, to enroll in a course offered through the TxVSN to earn course credit for graduation.

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

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

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

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

### **School Materials**

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

The school newspaper and the yearbook are available to students.

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

### **Nonschool Materials**

#### ***From Students***

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

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policies at FNAA.]

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

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

### ***From Others***

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-sponsored organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. All flyers to be considered for distribution at the campuses must be sent to the Office of Communications and approved by the Director of Communications. All questions regarding the approval process should also be directed to this office at 903-262-1064.

Prior review will not be required for:

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

All 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 is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following.

The campus administration, with input from the Campus Performance Objectives Council (C.P.O.C.), may implement a stricter dress code for their campus and may render clothing worn by a student inappropriate. Student dress reflects the quality of the school and affects, through students' conduct, their class work. All students are expected to dress and groom themselves neatly in clothes and accessories that are appropriate for school activities. The district discourages the wearing of expensive jewelry, body decoration, or a hair style extreme enough to create a distraction or disturb the normal routine of school shall be deemed inappropriate. Final decisions on the appropriateness of school dress rests with the campus administration. Teachers/coaches/sponsors may define appropriate dress for school-sponsored trips and extracurricular activities. Examples of inappropriate and unapproved choices of clothing, jewelry, body decorations, or hair-style include:

1. Hats, caps or other headgear, except outside in cold weather.
2. Tank tops or low cut clothing (neck or underarm).
3. Clothing that exposes bare midriffs, i.e., crop tops.

4. Exposed body-piercing jewelry.
5. Bare feet with no shoes.
6. Excessive or distractive makeup.
7. Obscene language or symbols, provocative pictures, advertising of tobacco, alcohol or narcotics on clothing, jewelry or exposed body parts.
8. Symbols on clothing or jewelry that would distract or cause undue attention.
9. Racially related symbols, emblems, pictures, words or slogans.
10. Exposed tattoos.
11. Gang symbols, words, numbers or slogans cut into hair (provocative and inappropriate).
12. Exposed undergarments.
13. Dark glasses (unless prescribed by a physician).
14. See-through, provocative or excessively tight clothes, i.e., spandex tights, shorts or pants and excessively tight dresses and skirts.
15. Excessively torn clothing, i.e., jeans.
16. Clothing worn in a manner for which it was not intended, i.e., backwards, inside out.
17. Any accessory, clothing article, haircut or style deemed gang related as determined by the school administration.
18. Dresses, skirts, all split garments and shorts that are not long enough to maintain dignity and modesty.
19. Un-hemmed shorts and jeans.
20. Cutoffs; wind shorts; short shorts; boxer shorts; P.E., athletic or jogging shorts; bicycling shorts or pants.
21. Absence of appropriate undergarments.

The following schools adopted a standard code of dress in accordance with procedures established under Senate Bill 1 (section 11.162, School Uniforms), Texas Education Code. Violations of the dress code shall result in disciplinary action. **Students must comply with the standardized school dress code adopted for the school that they attend.**

Austin Elementary School	Peete Elementary School	Three Lakes Middle School
Birdwell Elementary School	Ramey Elementary School	DAEP Instructional Complex
Dixie Elementary School	Boulter Middle School	
Douglas Elementary School	Hogg Middle School	
Griffin Elementary School	Hubbard Middle School	
Orr Elementary School	Moore Middle School	

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 will 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 Mobile Telephones**

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office in accordance with the Student Code of Conduct.

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

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

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

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

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class – other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 (ten) absences not related to post-district competition, a maximum of 5 (five) absences for post-district competition prior to state, and a maximum of 2 (two) absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

## **Standards of Behavior**

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams 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. Please see your child's campus principal for a list of organizations available at their specific campus. Each organization must have a constitution that outlines its organizational structure and the procedures for holding offices. Students may request an organization's constitution from a principal or the sponsor.

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

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- 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 by the district.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credits, which require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to

meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the Transportation Department. [For further information, see policy FJ and GE.]

## **Fundraising (All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fund raising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

## **Gang-Free Zones (All Grade Levels)**

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

## **Gender-Based Harassment**

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

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

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

<b>Credits Earned</b>	<b>Classifications</b>
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

## **Grading Guidelines (All Grade Levels)**

For information regarding the district's policies and guidelines for grading, please refer to the TISD grading guidelines handbook. The information can be obtained from the office of curriculum and instruction.

## **Graduation**

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

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

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

### **Testing Requirements for Graduation**

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

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

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

[See **Standardized Testing** for more information.]

### ***Foundation Graduation Program***

Every student in a Texas public school who entered grade 9 in the 2014-15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that

include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 54.

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgements” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgements are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on the PSAT, ACT- Aspire, SAT or ACT exam, which are national examination; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgements.

### ***Credits Required***

The foundation graduation program requires completion of the following credits:

<b>Courses Area</b>	<b>Number of credits Foundation Graduation Program</b>	<b>Number of credits Foundation Graduation Program with an Endorsement</b>
English/ Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Language other than English	2	2

Fine Arts	1	1
Electives	5	7
<b>TOTAL</b>	<b>22 credits</b>	<b>26 credits</b>

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee as applicable.
- **Language other than English.** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

***Available Endorsements***

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

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

***Personal Graduation Plans***

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

of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent.

Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may, with parental consent, amend his or her personal graduation plan after the initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

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

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

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

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

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

### **Certificates of Coursework Completion**

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

### **Students with Disabilities**

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

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

[See policy FMH (LEGAL).]

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

## **Graduation Activities**

Graduation activities will include:

- Graduation practice ceremonies
- Graduation ceremonies
- Post-graduation campus-sponsored activities

A student may participate in the high school graduation exercises if he/she has successfully completed all requirements as stipulated by the TEA and Tyler ISD. If the graduation requirements are met in the summer following the senior year, a summer graduation exercise is available. **Senior students who are placed in the Disciplinary Alternative Education Program may not be allowed to participate in commencement activities in accordance with the Student Code of Conduct.**

## **Graduation Speakers**

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are eligible in accordance with policy FNA (LOCAL) will be allowed to give these remarks; however, if the student was assigned to DAEP disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the students who have attained special positions of honor based on neutral criteria may also have speaking roles at the graduation ceremony.

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

## **Graduation Expenses**

Because students and parents will incur expenses in order to participate in the traditions of graduation – such as the purchase of invitations, senior ring, cap and gown, and senior pictures – 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.**]

## **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 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.**]

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

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

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;

- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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

[See **Bullying** and policies FFI and FNCC.]

## **Health-Related Matters**

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

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

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

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

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

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

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

#### **What is meningitis?**

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

### **What are the symptoms?**

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

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

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

### **How serious is bacterial meningitis?**

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

### **How is bacterial meningitis spread?**

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

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

### **How can bacterial meningitis be prevented?**

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

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

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

You should seek prompt medical attention.

### **Where can you get more information?**

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention](#), particularly the CDC's information on bacterial meningitis, and the [Texas Department of State Health Services](#).

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

[See **Immunizations**, for more information.]

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

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

The district has developed and annually reviews a good allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [www.tylerisd.org](http://www.tylerisd.org) under the health services department. [See policy FFAF and **Celebrations**.]

### **Head Lice**

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

Notice will also be provided to parents of elementary school students in the affected classroom  
More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA]

## **EpiPen Policy**

The district has adopted and implemented the FFAC (Local) policy that requires school districts to maintain a stock supply of EpiPens at each campus. This policy gives school nurses, and other designated school personnel, authority to administer the EpiPen to any student or other individual on school premises whom they believe in good faith is experiencing a severe allergic reaction (anaphylaxis).

The EpiPen is an auto-injector prefilled with epinephrine; the drug of choice for the emergency treatment of anaphylaxis to insect stings or bite, foods, drugs, and other allergens. Tyler ISD will ensure that a sufficient number of school personnel at each campus are trained on the proper technique of EpiPen administration.

Protocol requires that any time an EpiPen is administered the individual must be transported via ambulance to the emergency room.

Parent of students with known life-threatening anaphylaxis should continue to provide the school with all necessary medication for implementing the student's specific order on an annual basis.

For more information, please contact the Health Services department at (903) 262-3131 or visit [www.tylerisd.org](http://www.tylerisd.org).

## **Physical Activity Requirements**

### ***Elementary School***

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

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

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

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

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Office of Health Services. Contact Rachel Barber for information at 903-262- 3131 or visit [www.tylerisd.org](http://www.tylerisd.org).

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

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

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

Tyler ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Food Services at 903-262-1107 with questions about the content or implementation of the district's wellness policy and plan.

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

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

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

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

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

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

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

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

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

The district will work 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 administration office. If you have any questions or would like to examine the district's plan in more detail, please contact Tim Loper, the district's designated asbestos coordinator at 903-262-1055.

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

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Robert Grant, the district's IPM coordinator at 903-262-1056.

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

For more information on services for homeless students, contact the district's homeless education liaison, Venora Jones, at 903-262-1211.

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

Home assignments are necessary to provide adequate time for students to master subject matters and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual child, and related to specific subject objectives. Assignments should provide practice on skills already taught or prepare students for a new topic or segment of the course.

Sufficient explanation must be given so that students know what they are to do, understand how to do it, realize why they are doing it, and are motivated to complete the assignment.

Assignment of homework should be reasonable with regard to regularity and time required. Homework must be evaluated in an appropriate manner by the teacher.

Special consideration should be given to the nature of home study assignments made immediately before holidays, major special events or weekends. Homework should never be assigned as a disciplinary measure.

## **Identification of Economically Disadvantage Students (All Grade Levels)**

The State of Texas requires Tyler ISD to report the economic disadvantage status of every student. Any student who has been approved for free and reduced lunch via the lunch application will be coded as economically disadvantaged. For student enrolled at a schoolwide free lunch camps (CEP) the district will request income verification data for coding.

Any student not otherwise coded as economically disadvantaged who shares a parent or guardian and address with a student who is coded economically disadvantage will be reported as economically disadvantaged.

## **Illness**

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

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

A student must be fully immunized against certain diseases or must present a certificate or state 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 about age-appropriate doses or an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stated that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health

and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

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

[For further information, see policy FFAB (LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) OR contact Rachel Barber (District Nurse) at 903-262-3131 for any questions regarding shots, immunizations and medical records for your child.

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

### **Tyler ISD Police Department**

The mission of the Tyler ISD Police Department is to protect the safety and welfare of persons and district property at all Tyler ISD facilities and properties. It is the intent of the department to partner with campus and district administration to provide safe and secure environments for employees, parents and students. School resource officers enforce all Tyler ISD policies, procedures and regulations; file criminal charges, complaints and citations; and cooperate with other personnel to prevent criminal activity in the district.

If an officer takes a student into custody, the parent will be notified and advised as to what procedure or course of action will follow. Citations and criminal charges may be pursued in addition to school consequences for violations of the Student Code of Conduct.

**For questions concerning department operations, contact the police dispatcher at 903-262-1111.**

### **Questioning of Students**

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

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

## **Students Taken Into Custody**

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

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

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

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

## **Notification of Law Violations**

The district is required by state law to notify:

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

- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

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

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

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

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

18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

## **During Lunch**

All campuses are closed campuses and students are not allowed to leave campus for lunch. If a parent wishes to take a child off campus during the lunch period, the preceding rules apply.

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

## **Makeup Work**

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

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

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

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

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

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

### **DAEP Makeup Work**

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

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

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

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

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements. With the following exceptions, 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.
- Non-prescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

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

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

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

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

## **Psychotropic Drugs**

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

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

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Kenneth Gay, 1319 Earl Campbell Parkway, 903-262-3070.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Director of Special Education, Leslie Brinkman George, 807 West Glenwood Blvd., 903- 262-1028.
- All other concerns regarding discrimination: See the superintendent, Dr. Marty Lane Crawford, 903- 262-1001.

[See policies FB, FFH, and GKD.]

## **Nontraditional Academic Program (All Grade Levels/Secondary Grade Levels Only)**

### **RISE Early Grad High School**

The RISE Early Grad High School targets students whose academic needs and life circumstances are not met by the regular high school campus. Students who have to work, who want to finish their academics at an accelerated pace, or may be teen parents, are just a few examples of those whose needs are met at the RISE Early Grad High School.

Students who attend John Tyler and Robert E. Lee High Schools are eligible to attend. Each student must fill out an application and be interviewed before acceptance in to the program. Applications can be obtained on each of the high schools’ websites, as well as on the RISE Early Grad High School website.

For more information, please visit the RISE Early Grad High School website or contact the office at 903-262-3040.

## **Early College High School**

Tyler Independent School District Early College High School (ECHS) is a partnership between Tyler ISD and Tyler Junior College. Tyler ISD ECHS is an innovative school serving as a powerful motivator for students to work hard and reach academic success. The mission of the Early College High School is to provide all students with a quality education that blends high school and the first two years of college. Students will be exposed to a rigorous curriculum preparing them to perform in a globally competitive society. Students can simultaneously earn a high school diploma and an Associate's degree, at no charge to the student or parent. First time ninth grade students are selected via an application process. One hundred and twenty-five (125) ninth grade students are selected each year. Applications are issued in February of each school year.

[See **Requirements for a Diploma.**]

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

### **Working Together**

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered by the district.
- Discussing with the counselor or principal any questions you may have about the opinions and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return

your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]

- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers.**]
- Participating in campus parent organizations. Parent organizations include: PTA, booster clubs, and other groups. Contact the school office for organizations specific to your school.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, or contact your campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring that local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC).**]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

## **Parent Involvement Coordinator**

Vernora Jones, Parent Involvement Coordinator, works with parents of students participating in Title I programs. Contact her at 903-262-1211.

## **Payments by Check**

Payment by check may be deposited electronically or redeposited electronically if your check is returned. You authorize services charges and processing fees, as permitted by state law, to be debited from the same account by paper draft or electronically, at our option. The use of a check for payment is your acknowledgement and acceptance of this policy and its term. Tyler ISD uses the services of Paytek Solutions to collect checks returned for any reason.

## **Physical Examinations/Health Screenings**

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

A student who wishes to participate in, or continue participation in, the district’s athletic program governed by the UIL must submit certification from a health care provider authorized under UIL

rules that the student has been examined and is physically able to participate in the athletic program. This examination is required annually as long as the student participates in UIL activities.

### **Spinal Screening Program**

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

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

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

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

All students new to the district or enrolled in prekindergarten, kindergarten, first, third, fifth and seventh grades will be screened for vision and hearing problems. Students in fifth and eighth grades will be screened for abnormal spinal curvatures. Annually the physical fitness of students in grades three through twelve will be assessed.

The district may provide additional screening as district and community resources permit. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

[See policy FFAA.]

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

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, mediate, or engage in any other silent activity during the minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first

class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

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

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

## **Promotion and Retention**

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

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

### **Elementary and Middle School Grade Levels**

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

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

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

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

[See **Standardized Testing.**]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student

will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an education plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

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

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

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

## **High School Grade Levels**

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

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

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

## **Release of Students from School**

[See **Leaving Campus.**]

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

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

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

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

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

## **Parent Self-Serve: Grades Online**

Parent Self-Serve redefines home-to-school connectivity. Real-time grade reporting means no more waiting for semester, weekly or even daily teacher reports or file downloads. Changes or additions to student information are available instantly to both parents and students. Teachers enter grade information into their electronic gradebook, and Parent Self-Serve organizes and formats the data for convenient viewing at any time, day or night. Parents can be actively engaged in the education process by monitoring progress and missing assignments.

To access the Parent Self-Serve portal, type this address into your web browser, <http://grades.tylerisd.org> and follow the link to set up a new user account.

## **Retaliation**

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

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

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

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

## **Accident Insurance**

Tyler ISD has contracted with Texas Monarch Management to provide Student Accident insurance that would help meet medical expenses in the event of injury to your child. For more information see the Students and Families tab on the district website at [www.tylerisd.org](http://www.tylerisd.org).

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

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

## **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, food, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to provide current medical information that the nurse or a teacher needs to know.

## **Emergency School-Closing Information**

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

**Parents, if you move or relocate, it is important to update contact information at every campus where your children are enrolled.**

The decision to close any school or delay openings is made by the superintendent or the superintendent's designee. Tyler ISD uses the Alert Now phone system to notify parents and staff in the event of a school closing. In the event of bad weather, local television and radio stations are notified by the district by 6:00 a.m. whenever possible. If a school is closed during the day for an emergency, local media will also broadcast notification and instructions for parents. Updated information can also be viewed daily on the Tyler ISD website at [www.tylerisd.org](http://www.tylerisd.org).

[See Communication-Automated, Emergency for more information]

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

[See **Standardized Testing**.]

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

In secondary schools, counselors assist students in developing class schedules each year. Requests for schedule changes should be made in the counselor's office.

Fall schedule changes are allowed for errors, balancing of class sizes, and prerequisite requirements. Elective choices made in the spring are final. To resolve schedule conflicts, counselors may substitute an alternate choice for an elective. Teacher change requests, "change of mind" requests, or lunch request will not be honored.

Additional information relative to high school schedule changes:

- Any schedule change other than a move out of a pre-AP, AP or IB class can only be approved during the first three weeks of each semester.
- Once the school year has begun, students will be allowed to move from an on-level course to an advanced course under the following provisions:
  - The request must take place in the first ten (10) days of class.
  - The move may not displace another student.

- Dropping pre-advanced, advanced placement and International Baccalaureate Classes (Pre-AP, AP, IB) will not be considered until the end of the first six weeks grading period. Criteria for changing from advanced to on-level classes include the following:
  - Documented student/parent conferences and
  - Documentation of three (3) or more tutorials.

All schedule changes are subject to the approval of the campus principal.

## **School Facilities**

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Each campus will publish information regarding areas open to students before school and the hours during which adult supervision is provided.

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

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

### **Conduct Before and After School (All Grade Levels)**

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

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

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

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

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

Free and reduced-price meals are available based on financial need or household situation.

A meal application can be picked up at the school office or the Food Service Office and must be returned to the TISD Food Service Office for approval. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced price meals or free milk. You may contact the Food Service Office at 903-262-1107 for questions regarding this process.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue to purchase meals with amounts of credit established by the director of food services. You may contact the Food Services office at 903-262-1107. The district will present the parent with a schedule of repayment for any outstanding account balance.

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

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

To access school computers, students must submit an Electronic Communications Agreement signed by both the student and the parent. Fines may be charged by the library for lost, overdue and damaged material.

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

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

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

## **Searches**

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

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

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

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

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

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

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

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

Any searches of personal telecommunication or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

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

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

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

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

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

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

Metal detectors may be utilized to insure the safety of staff, students, and visitors on certain campuses in the district. [For further information, see policy FNF (LOCAL).]

## **Sexual Harassment**

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

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

The district provides special programs for gifted and talented students, homeless students, students, students in foster care, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Leslie George at the office of Special Education Services at 903-262-1028.

## **Standardized Testing**

### **Secondary Grade Levels**

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

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

**NOTE:** Participation in these assessments may qualify a student to receive a performance acknowledgement on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

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

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

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

### ***Grades 3-8***

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

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

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

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

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

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

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

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

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

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

STAAR 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 student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** for additional information.]

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

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

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

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

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

Please contact John Johnson, who has been designated as the district's foster care liaison, at 903-262-1017 with any questions.

[See **Students in the Conservatorship of the State** for more information.]

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

The district provides students the opportunity to introduce the following school events: graduation, student assemblies, or other events in accordance with FNA (LOCAL).

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).

Only those students in the highest two grade levels of the school and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: Student Council officers, class officers of the highest grade level in the school, captains of the football team, and other students holding positions of honor as the district may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the student council or other designated body during an announced period of not less than three days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester or at the end of the preceding semester so that speakers are in place for the next semester.

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

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

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

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

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

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

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

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

### ***Summer School – Elementary***

The district may provide a bilingual elementary summer school. Other summer programs are provided at the discretion of each campus.

Provisions applicable to elementary summer school are as follows:

- Only bilingual students may enroll in the programs funded by this source.
- Any student who has been enrolled in kindergarten through fifth grade and is recommended by the teacher may attend summer school.
- Grade placement the ensuing school year is determined on the basis of work accomplished during the preceding academic school year.
- In exceptional cases, the retention of a student may be reviewed early in the ensuing year to determine if the work accomplished during the summer has resulted in sufficient academic growth for the student to succeed in the next grade. Upon the recommendation of the teacher and with the approval of two administrators, one of whom shall be in an assignment above the campus level, a standardized test may be administered to verify the student's readiness for assignment to the next grade.

### ***Summer School – Middle School***

The district may provide a regular, Title I or ESL middle school summer school. Programs funded by Title I or ESL are open only to qualifying students. Other summer programs may be offered at the discretion of each campus. Tuition may be charged for a regular summer school program.

### ***Summer School – High School***

The district provides a summer school program to meet two needs of students. The first need at the high school level is to provide an opportunity for the student to take courses for the first time so that additional courses may be taken during the year. First time course offerings shall be limited to credits in Keyboarding, Foundations of P.E., Economics, Government, Health and Speech. The second need is to provide an opportunity for all secondary students to take a course that was not successfully completed during the year in order to remain with the class. The Summer School Program will be funded through tuition determined annually by the Board of Trustees.

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

A student who is tardy to class may be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct and the Tyler ISD district tardy guidelines.

### ***TISD Tardy/Early Leave Guidelines***

***It is very important that students proceed to class in a timely manner. In order to prompt student attendance the following guidelines will be used regarding campus tardy policies.***

***Campus tardy policies will adhere to the following guidelines:***

1. Tardy policies will be reviewed with parents, teachers and students at the beginning of the year and again at the beginning of a semester.
2. Tardy policies will be included in the campus handbooks and posted clearly for students, parents and staff members to see. Parents should be aware that student leaving school early can be considered truant as defined by compulsory attendance law as “days or parts of days.”
3. **Parents who contribute to excessive tardiness (10+ tardies in a six weeks) will be informed that a referral can be made to the Constituent Services Officer.**
4. Students will not be suspended (out of school suspension) for tardiness or truancy. Tardy counts start over every six weeks.
5. The campus tardy plan will include all staff responsibilities for monitoring students during all passing periods. Areas to monitor will include: restrooms, gymnasiums, hallways, classrooms and all common areas.
6. Teachers should not “hold over” any students from a previous class period or allow them to be late without issuing a written permit. All staff members will be involved in encouraging students to get to class on time.
7. Campus administration will monitor tardiness daily. Consequences will be issued for excessive tardiness. All students with excessive tardiness will be subject to disciplinary action.
8. All student tardies will be documented. Teachers and attendance clerks will mark all tardies on the computer and keep a log sheet for attendance snapshot time (Secondary: 2nd period/Elementary: 9:30 a.m.).

***Campus administration will use discretion on a case-by-case basis for the need to excuse tardiness and assign consequences. Administrators may choose from each level a consequence to issue for tardiness. Excessive tardiness will be determined by using the following standard:***

### **Elementary Consequences:**

- 1-3 tardies = Level 1 consequences (parent call, verbal warning, detention)
- 4-9 tardies = Level 2 consequences (parent conference, detention, Saturday school, ISS)
- 10+ tardies = Level 3 consequences (truancy referral to Constituent Services Officer)

### **Secondary Consequences:**

- 1-3 tardies = Level 1 consequences (verbal warning, d-hall, parent call, ISS)
- 4-9 tardies = Level 2 consequences (d-hall, ISS, Saturday school, parent conference)
- 10+ tardies = Level 3 consequences (truancy referral to Constituent Services Officer)

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

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

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

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

Information regarding student transfers to a different campus can be obtained at the Office of Constituent Services or on the Tyler ISD website at [www.tylerisd.org](http://www.tylerisd.org) under the Constituent Services link. Parents can contact the Office of Constituent Services at 903-262-1017.

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

## **ADMISSIONS-INTERDISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS**

### **• INITIAL ASSIGNMENT**

A student shall be initially assigned to the school in the attendance zone in which he or she resides in on the first day of each school year, or if entering the district from another district during the school year, on the date of enrollment. The district may use University Interscholastic League (UIL) guidelines to determine residency.

- **STUDENT TRANSFERS**

To obtain a Student Transfer, a transfer request form must be completed by the parents. The form should be submitted during the transfer application window or if new to the district 30 days within move in or establishing residence in Tyler ISD as follows:

- All transfer requests for grades Kindergarten through 8th need to be submitted to the requested campus.
- All high school and PEG transfer requests need to be submitted to the Constituent Services Office.

After the transfer is reviewed, the appropriate office will notify the parents whether the transfer has been granted or denied. If a parent chooses to appeal the decision, the parent should contact the Facilitator of Constituent Services, who will determine whether to grant or deny the requested Student transfer.

Transfer request forms will be available, in the Constituent Services Office, and online on the District's website under the Parents and Students tab.

- **FALSE INFORMATION**

If the district discovers that a student's transfer assignment to a campus was based on false or misleading information, the student shall be immediately reassigned to the home campus located within the student's original identified attendance zone. The student shall remain at his or her home campus for the remainder of the school year even if the student's residence changes.

Assignment of the student to the initially assigned campus shall not be delayed or halted by the filing of a grievance or complaint under FNG(LOCAL) or the filing of a petition or objection under FDB(LEGAL).

- **GUIDELINES FOR CONSIDERATION**

**General guidelines for consideration of a Student transfer requests include:**

1. Hardship situations;
2. Special considerations for children of district employees.
3. Students temporarily living outside that school's attendance zone.
4. Completion of the last grade level at the student's school (i.e., grade 5, 8, or 12).
5. Access to a specific program/academy offered at a campus other than the home campus.
6. State class size guidelines.

- **REVOKING TRANSFERS**

The district has the right to revoke the transfer of any intra-district, out-of-district or PEG transfer for violation of the district's Student Code of Conduct or for violation of state

compulsory attendance laws (including excessive tardiness and absenteeism). See also Policies FDA(LOCAL), FDB(LOCAL), AND FDAA.

- **TRANSFER AGREEMENT**

Parents and students requesting a transfer must agree to abide by the school's standards for academic progress, attendance, discipline, and parental cooperation. Transfers will be revoked if problematic patterns present with attendance, or behaviors in violation of the TISD Student Code of Conduct. A transfer will be revoked for a Magnet student if the student fails to enroll in or drops Magnet classes.

Once a student attends a school on approved transfer, the student may not return to the home campus during the school year for which the transfer was granted unless the transfer is revoked or both principals agree to an early return.

Special education students must satisfy the conditions under which transfers may be allowed pursuant to this regulation.

- **TIMELINES**

Transfer time lines will include but not be limited to the following:

1. Transfers are received beginning February 1st and ending March 1st. Transfer requests received during this time frame will be processed in March and a notification of decisions will be communicated in writing by April 1st.
2. Any requests received outside the above mentioned timeline will be considered on a case-by-case basis.

Transfer requests will not be accepted the week before or the week of the start of the new school year. An exception will be granted for children of new employees and those who meet the criteria for building or purchasing a home within a specific TISD school zone.

- **UIL RESIDENCY CRITERIA**

The residence shall be the domicile that is fixed, permanent, and the principle home for legal purposes. The residence is not bona fide under district guidelines/policy unless it complies with all the following criteria:

1. The parent shall provide documentation to verify the purchase, lease, or rental of a home located in the attendance zone. A lease agreement or rental agreement shall be for a reasonable duration.
2. There shall be no personal effects or furniture belonging to the family in the previous residence.
3. The family shall have submitted a change of mailing address to the U.S. Postal Office.
4. If either parent was registered to vote at the previous address, he or she shall have applied for a new voter registration card at the new address.

5. The new residence shall accommodate the entire family. The former house shall be on the market at a reasonable market price, sold, or the lease or rental agreement terminated. All utilities and telephone service shall be disconnected or no longer in the family's name. Each licensed driver in the household shall have complied with Department of Public Safety regulations for changing his or her address.

- **INTRADISTRICT TRANSFERS AND UIL ELIGIBILITY**

A student shall be governed by the most current edition of the UIL constitution and contest rules in addition to the following athletic rules.

The first time a student new to the district participates in UIL high school athletic practice or begins classes, the student shall establish eligibility in that high school by the location of the student's bona fide residence.

The first time a current district student participates in a district-approved athletic activity in grade 8, the student shall have established his or her athletic eligibility in high school based on the attendance zone in which the student's bona fide residence, as defined in section UIL Residency Criteria of this regulation.

A high school student who transfers will be ineligible for varsity competition in UIL school-sponsored athletics in the receiving high school for one year from the date of entry into the receiving school, unless no team exists at the sub varsity level, in which case the student will be allowed to participate on the varsity team. Students transferring for the IB program will not be required to abide by the one year ineligibility requirement outlined in this regulation. IB students will be eligible to participate in varsity competition in accordance with UIL guidelines.

If a student transfers from one attendance zone to another and he or she has represented another school (grade 8 or above) during the current or previous year in any UIL athletic activity, he or she shall be ineligible for varsity completion for two years; Their first year on transfer (by UIL rule), their second year on transfer during the student's junior or senior year in all sports unless declared eligible by the UIL DEC committee.

If a student's residence changes from one attendance zone to another and he or she has represented another school (grade 8 or above) during the current or previous year in any UIL athletic activity, he or she shall be ineligible for varsity completion for two years, as outline previously, in all sports until:

1. The parent has a bona fide residence in the attendance zone; and
2. The student's parent signs a statement (in the presence of the director of athletics or a notary) that the parent resides in a bona fide residence within the zone and that the change of schools was not made for athletic purposes; and
3. The student's change is approved by the UIL District executive committee before the student competes at the varsity level. [See the current edition of the UIL Constitution and Contest Rules]

If a student on an approved transfer, who has met the first year waiting period, chooses to transfer again or to return to his or her home campus, the student will be ineligible to participate in varsity athletics for one year from the date of transfer.

If the student's transfer is revoked for academic, attendance, or behavioral purposes, he or she will lose UIL eligibility for varsity athletics for one calendar year from the date of transfer.

- **TRANSPORTATION**

Tyler ISD does not provide transportation for transfer students unless otherwise required by law.

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

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

### **School-Sponsored Trips**

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

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

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For the information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the transportation office at 903-262-1131.

[See the Student Code of Conduct for provisions regarding transportation to the disciplinary alternative education program (DAEP).]

Students are expected to assist district staff in ensuring the buses and other district vehicles remain in good condition and that transportation is provided safely. When riding the district

vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus or van 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.
- Do 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 of any form of tobacco on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

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

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

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

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

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

[See EHBAF(LOCAL).]

## **Video Cameras on Buses**

Tyler Independent School District installs video cameras on buses to enhance student safety. The videos assist drivers, transportation supervisors and school administrators in monitoring student bus activity. Awareness of this program provides students with an incentive to exhibit positive behavior on the bus and results in a much safer bus environment.

Pursuant to Texas Education Code 26.009 (b), schools can videotape students without parent permission for purposes of maintain order and discipline. However, under the Family Education Rights and Privacy Act of 1974 (FERPA), the parent may only view the video if the child is the only student in the video. If the video reveals other students, the video cannot be viewed by any parent. The Texas Attorney General has addressed this issue and determined that video recordings made on school buses, on which “the driver addresses some students by name” and which “show the faces, bodies and behavior or students of the district” are education records under FERPA and are exempted from disclosure.

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

### **General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. All visitors on campuses with the Raptor Software system will be asked to present a driver’s license as identification. The driver’s license will be scanned and a temporary identification badge will be printed for the visitor to wear while being on the campus.

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

**All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive or disrespectful behavior will not be permitted and can be grounds for being asked to leave campus.**

### **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 or eject a person from district property if the person refused to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or

- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from the district property may be filed in accordance with FNG (LOCAL) or GF (LOCAL).

[See Student Code of Conduct.]

### **Visitors Participating in Special Programs for Students**

On various days throughout the school year the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **Volunteers (All Grade Levels)**

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact your campus principal for more information and to complete an application.

### **Voter Registration (Secondary Grade Levels Only)**

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

### **Withdrawing from School (All Grade Levels)**

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

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

# GLOSSARY

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

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examination. The test may be required for admission to certain colleges or universities.

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

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

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

**CPS** stands for Child Protective Services

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

**DFPS** is the Texas Department of Family Protective Services.

**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 United States History.

**EpiPen** is an auto-injector prefilled with epinephrine; the drug of choice for the emergency treatment of anaphylaxis to insect stings or bites, foods, drugs, and other allergens.

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

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

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

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate with 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 placed in a DAEP, ISS removes the student from the regular classroom.

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

**PGP** stands for Personal Graduation Plan, which is required for high school students, 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 one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments

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

**STAAR Spanish** is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

**TAC** stands for the Texas Administrative Code

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

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

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

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

## APPENDIX 1: Freedom from Bullying Policy

Note that school board policy may be revised at any time. For legal context and the most current copy of the local policy, visit [www.tylerisd.org](http://www.tylerisd.org). Below is the text of Tyler ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism. 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 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.

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.

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.

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

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.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

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.

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.

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.

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.

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.

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to

determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

The principal or designee shall refer to FDB for transfer provisions.

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.

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.

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.

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Retention of records shall be in accordance with CPC(LOCAL).

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's