

No. _____



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Proposed Changes to the 2020-2021 Student Handbook (Bus Rider Handbook & Technology Use Guide)

SUBMITTED BY: Annette Perez OF: Student Relations/Discipline Management

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: June 16, 2020

INFORMATIONAL REPORT:

The Student Handbook (Bus Rider Handbook & Technology Use Guide) was reviewed by individual department directors and coordinators. Recommended changes were submitted to Annette Perez.

Chairperson for this Committee: Annette Perez

STUDENT HANDBOOK

PREFACE:

To Students and Parents:

Welcome to the start of a new 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.

If you have difficulty accessing the information in this document because of disability, please contact: websiteassistance@uisd.net or (956)473-6201.

The UISD Student Handbook ("Student Handbook") is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I—REQUIRED NOTICES AND INFORMATION FOR PARENTS —with notices that the District must provide to all parents, as well as other information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook; and

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

Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the United Independent School District Student Code of Conduct, which is a document adopted by the UISD Board of Trustees ("Board") and intended to promote school safety and an atmosphere for learning.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters and other communications.

In case of a conflict between Board policy, the Student Code of Conduct, and any provisions of student handbooks, the provisions of Board policy or the Student Code of Conduct that were most recently adopted by the Board are to be followed. A copy of the UISD Board Policy Manual is available online at <http://www.uisd.net>.

Your child's school will request that you provide contact information, such as your current 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. 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 or disconnection of your phone number. The District or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, 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.

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

SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the United Independent School District Student Code of Conduct and Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

Nondiscrimination: In its efforts to promote nondiscrimination and as required by law, the District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The District provides equal access to the Boy Scouts and other designated youth groups.

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

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

The District has designated and authorized the following employees as the Title IX Coordinators to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment

Title IX in matters relating to employee-on-student harassment and/or discrimination you may contact: Rita Garner, Director of Employee Relations/District Title IX Coordinator, 201 Lindenwood Dr., Laredo, Texas 78045 (956) 473-635

Title IX in matters relating to student-on-student harassment and/or discrimination you may contact: Annette Perez, Director of Student Relations/Discipline Management/District Title IX Coordinator, 201 Lindenwood Dr., Laredo, Texas 78045 (956) 473-6458

Section 504 you may contact: Melissa Y. Cruz, Executive Director for School Improvement, 4410 State Highway 359, Laredo, Texas 78043 (956) 473-2142

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During District business hours, reports may also be made in person. Upon the District receiving notice or an allegation of sex-based harassment, the Title IX Coordinators will promptly respond in accordance with the process described at FFH(LOCAL) or DIA(LOCAL), as applicable.

Parental and Family Engagement: Students are most likely to experience educational success when there is a strong partnership between home and school. The partnership thrives on good communication and interaction between parents, teachers, administrators, and the Board of Trustees. Good communication between home and school regarding a child's education is more than a "plus." It's essential for the student to make the most of the opportunities provided. School communication starts with informative documents such as this handbook, progress reports and report cards, and student work for parents to review and sign. School communication continues with interaction, such as messages and phone calls from teachers, and school open houses or back-to-school nights.

Communication might also include requests for conferences—initiated by the school or the parent—to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office for an appointment. Generally, a teacher will be able to meet with parents or return calls during his or her conference period, although other mutually convenient times might be arranged as well. 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.
- Reviewing the information in the Student Handbook (including the Student Code of Conduct) with your child, as well as signing, and returning the Acknowledgment and other form(s). A parent with questions is encouraged to contact the school principal.
- Becoming familiar with all of your child's school activities and with the academic programs (including special programs), offered in the District.
- Discussing with the counselor or principal any questions regarding opportunities, concerns about placement, assignment, or early graduation, and the options available to your child.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, 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.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Attending Board meetings to learn more about District operations.
- Serving as a parent representative on the District level or campus-level planning committees in campus or District parent organizations. The activities are varied—ranging from band boosters to District and campus planning committees that formulate plans to improve student achievement. For further information, contact the school principal.
- Becoming a school volunteer. All prospective volunteers shall complete an application form provided by the District. The Parent Volunteer application may be obtained at your child's school campus or from the UISD Website at www.uisd.net. The District shall obtain the criminal history record of prospective school volunteers. The appropriate District administrator shall inform the campus principals and the campus principals shall inform volunteers when their services are to begin. Volunteers new to the District shall provide evidence of a tuberculosis test that discloses the results of the examination administered within 120 days before beginning volunteer services in the District. For further information, contact the school principal
- Awareness of the school's ongoing bullying and harassment prevention efforts.

Parent and Family Engagement Liaison: The Parent and Family Engagement Liaison who works with parents of students participating in Title I program is Sara Hernandez. She may be contacted at (956) 473-6259.

Parental Rights

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

- Attendance records.
- Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
- All achievement records, as determined by tests, recorded grades, and teacher evaluations.
- Teaching materials and tests used in your child's classroom.

- Disciplinary records which include verified reports of serious or recurrent behavior patterns.
- Counseling records.
- Psychological records.
- Admissions data, personal data, and family data, including certification of date of birth.
- Health services records, including: a. The results of any tuberculin tests required by the District. b. The findings of screening or health appraisal programs the District conducts or provides. c. Immunization records. [See FFAB]
- Other medical records.
- Teacher and counselor evaluations.
- State assessment instruments that have been administered to your child.
- Fitness testing results.
- All information in student PRC.
- All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
- Records transferred from other districts in which the student was enrolled.
- Copies of correspondence with parents and others concerned with the student.
- Records pertaining to participation in extracurricular activities.
- Information relating to student participation in special programs.
- Records of fees assessed and paid.
- Records pertaining to student and parent complaints.
- Other records that may contribute to an understanding of the student.
- Records of teacher or administrative conferences with the student or pertaining to the student
- Student questionnaires.
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law.

Children of Military Families: The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain District and state requirements, including immunization requirements; grade level, course, or educational program placement; eligibility requirements for participation in extracurricular activities; enrollment in the Texas Virtual School Network (TXVSN); and graduation requirements. The District will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is called to active duty, on leave, or returning from a deployment of at least four months. The District will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no later than the 30th day after the parent's return from deployment.

Consent to Conduct a Psychological Evaluation or a Mental Health Care Service: Unless required under state or federal law, a District employee will not conduct a psychological examination, test, or treatment without obtaining **prior** written parental consent. However, an evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports. **The District will not provide a mental health care service to a student except as permitted by law.**

The District has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The District's administration will notify student's parents within a reasonable amount of time after administration learns that a student has displayed early warning signs and a possible need for intervention and provide information about counseling options. For further information on District procedures, please see Counseling and Guidance on page 66.

Consent to Display a Student's Original Works and Personal Information: Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include artwork, special projects, photographs, original videos or voice recordings, and other original works. However, the District will seek parental consent before displaying a student's work on the District's website, a website affiliated or sponsored by the District (such as a classroom or campus website), or in District publications, which may include printed materials, videos, or other methods of mass communication.

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

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags: As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. State law requires that one minute of silence follow

recitation of the pledges. State law does not allow your child to be excused from participation in the required minute of silence or silent activity.

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

Granting Permission to Photograph, Video or Audio Record a Student: Pursuant to state law, the District will request written consent from a parent prior to taking a photograph, making a video or voice recording of a student for reasons other than the following:

- a. Purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
- b. A purpose related to a co-curricular or extracurricular activity;
- c. A purpose related to regular classroom instruction;
- d. Media coverage of the school/District; or
- e. When it relates to promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

“Opting Out” of Surveys and Activities Surveys: UISD Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA): PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to: Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State Law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protect information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

UISD has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. UISD will notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. UISD will also directly notify parents and eligible students, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

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

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

- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.
- You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

Participation in Federally Required, State-Mandated, and District Assessments: In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or District policy related to his or her child’s participation in required assessments.

Release of Student Information to Military Recruiters and Institutions of Higher Education: The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, address, and telephone listings, unless parents have advised the District not to release their child’s information without prior written consent. A form provided in the forms packet is available if you do not want the District to provide this information to military recruiters or institutions of higher education.

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

Requesting Limited or No Contact with a Student through Electronic Media: Teachers and other approved employees are permitted by the District to communicate with students who are enrolled in the District through the use of electronic media within the scope of the individual’s professional extra-curricular responsibilities. In addition to texting the student, the teacher, trainer, or other employee shall also send the same text message to the parent/guardian, unless the parent/guardian does not have a cell phone.

If you prefer that your child not receive any one-to-one electronic communications from a District employee, please submit a written request to the campus principal stating this preference. The District encourages parents, students and staff to use the “Remind101” program which is a one-way communication tool that helps educators send notices or alerts to students and parents. Parents and students may opt-in or they may opt-out at any time. Message frequency may vary by group/class. Standard message & data rates may apply.

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

Requesting Classroom Placement of Multiple Birth Siblings: Not later than the 14th day after the first day of enrollment, the parent of multiple birth siblings may request in writing that the school place the siblings in the same or separate classrooms. A parent’s request will be honored unless it requires the school to add an additional class to the grade level. However, the principal may change the classroom after the first grading period if after consultation with the teacher of each classroom the placement is deemed “disruptive to the school.” This right does not affect the decision of Admissions, Review, and Dismissal Committee regarding placement under federal special education laws or the teacher’s right to remove students under state disciplinary laws. If you are the parent or guardian of multiple birth siblings and desire more information regarding your rights regarding classroom placement, contact the campus principal.

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

Requesting Transfers for Your Child: As a parent (same as legal guardian through court order), you have a right to request an intradistrict transfer for the next school year for your own child (does not apply for relatives: grandchildren, nieces, nephews, cousins, etc). Applications become available on the first-week in April of each year at the requested campus or as authorized by the Superintendent. Transfer requests shall not be accepted or granted after the end of the third week of June of each year for currently enrolled students for the next school year. Deadlines may be extended as authorized by the Superintendent. The Superintendent has the authority to limit transfer approvals to any campus which are over-populated or has been determined to reach its maximum capacity. **In the event of extenuating circumstances, including but not limited to a pandemic or emergency closing, the process below may be modified by the Board of Trustees or the Superintendent at any time with proper notification to students and parents::**

- Students **residing** in their attendance zones shall always have first priority in assignments.
- Transfer requests require recommendations and signatures in the following order:
 - Principal from the request campus (where parent wants the child to attend);
 - Principal from the sending campus (the home campus where the student intends to enroll); and
 - Approval from the Superintendent’s designee at Central Office (201 Lindenwood) Portable 7.
- Parents who moved during the school year may request a transfer to **remain** at the current school for the remainder of the school year; however, the student must be in good standing (academic, discipline, and attendance).

- Parents shall be notified in writing of their child’s acceptance or denial no later than the first instructional day of each school year.
 - Students who were previously approved to attend a campus due to a specific advance academic program (Magnet or Early College) and did not comply with the program’s requirements will be required to enroll at their home campus based on their residential address. Any request for a transfer to remain at the campus must follow normal transfer procedures.
 - Parents who have a child in a special education self-contained classroom may request a transfer for siblings to attend the same school or a school within the same attendance zone of the sibling in a special education self-contained classroom.
 - There shall be no guarantee that students approved for intradistrict transfers shall be permitted to attend the schools outside their attendance areas in future years, although they shall be given first priority if space is available.
 - The District shall **not provide transportation** for intradistrict transfer students unless required by law.
 - A student shall have no more than one intradistrict transfer approved at the elementary level, one at the middle school level, and one at the high school level. A parent’s or full-time employee’s child who remains in good academic, attendance and disciplinary standing shall **request** to transfer to the middle school and/or high school feeder that pertains to his or her currently enrolled school. However, this transfer benefit shall become void if the employee is terminated, and the student shall be returned to his or her designated home campus.
 - Parents who are full-time employees have the privilege to request a transfer for their child to attend the same campus where the parent works or the feeding campuses nearest to their own campus. Non-campus employees will utilize the location of their department as the means to designate the campus whose facility or department fall inside the applicable attendance zone. The policy is not a “School of Choice.”
 - This interdistrict transfer does not apply for full-time regular employees for children who they have guardianship under Power of Attorney; however, court-ordered custody is acceptable.
1. **Hardship** transfers will be considered under the following circumstances:
 - a. Severe medical need must be certified by a physician, psychologist, psychiatrist, licensed professional counselor, or licensed master social worker who has been providing professional services to the student for a minimum of 30 days.
 - b. A written recommendation from the principal of the sending school must indicate that denial of the transfer would adversely affect the student’s physical safety.
 2. To request the transfer of your child to another classroom or campus if your child has been determined by the Superintendent’s designee to have been a **victim of bullying, which includes cyberbullying**, as the term is defined by Education Code 37.0832 see Policy FDB. However, the District will first seek to transfer the student engaged in bullying to another classroom at the campus where the bullying occurred, or to a campus in the District other than the campus which the victim was assigned at the time of the bullying. A review of interventions and administrative remedies as well as their outcome will be taken into consideration before a transfer is made under this provision. The District **shall not provide transportation** for transfer students.

Requesting a School Safety Transfer

3. For any student who becomes a victim of a violent criminal offense, while in or on the grounds of the school the student attends, the District shall notify the parent of the victim of the parent’s right to request a transfer. The parent must submit to the Superintendent’s designee an application for transfer. The Superintendent’s designee shall approve or disapprove the request within 14 calendar days of its submission unless additional information is required or as instructed by the Superintendent or designee. Any transfer arranged for a student who was a victim of a violent crime as described in policy shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned. For each offense, the District shall maintain the following for at least five years: documentation of the nature and date of the offense; notification to the parent of the transfer option; transfer applications submitted; action taken; and other relevant information regarding the offense.
4. To 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**. See Policy FDE
5. To request the transfer of your child to another campus if your child has been the **victim of a sexual assault by another student assigned to the same campus**, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. See Policy FDE

Cap/Transfer School: When the maximum number of students per grade level is reached and if the campus has a vacant classroom, a new teacher may be added. However, because of the disruption of classes the decision may be made to “cap” or close enrollment in a specific grade level or campus. When this decision is made, newly enrolling students will be transferred to a nearby campus. Transportation shall be provided by the District, **as determined by the Superintendent or designee**. Transfers usually affect only new students and not returning students unless the returning students do not attend the first day of school of the new school year. As vacancies occur, transferred students have the option to return to their home campus. The transfer date determines the order of return. The Board of Trustees and the Superintendent or Designee shall have the authority to designate students to campuses based on boundary changes or in the best interest of the district, as required by law or necessity.

Reviewing Instructional Materials: As a parent you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum and to examine tests that have been administered to your child. You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child’s teacher.

Special Programs: The District provides special programs for gifted and talented students, bilingual students, migrant students, students with limited English proficiency, dyslexic students and students with disabilities. The Associate Superintendent for Instruction or designee in charge of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the respective program director.

Child Find and Section 504: The United Independent School District has a duty to identify, refer, and evaluate any child residing in the District and if eligible, provide a free, appropriate public education to disabled students. Children eligible for Section 504 accommodations or services include those children who have a physical or mental impairment that substantially limits a major life activity. For additional information, please contact: Name: Melissa Y. Cruz Address: 4410 Highway 359, Laredo, Texas 78043 Telephone: (956)473-2142 Email address: mcruz@uisd.net

Section 504 and Disability-Related Issues: The District designates the following individual to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973. For complaints regarding identification, evaluation, or placement of a student receiving services under Section 504 of the Rehabilitation Act, please contact: Name: **Melissa Y. Cruz**; Address: **4410 Highway 359, Laredo, Texas 78043**; Telephone: (956)473-2142; E-mail address: mcruz@uisd.net

Anyone can refer a child for evaluation under Section 504. However, while anyone can make a referral, including parents, teachers or a physician, OCR stated in a staff memorandum that "the school district must also have reason to believe that the child is in need of services under Section 504 due to a disability." (OCR Memorandum, April 29, 1993.)

To be covered under Section 504, a student must be determined to be an "individual with a disability" by a Section 504 Committee. As defined by federal law, an individual with a disability means any person who:

- has a mental or physical impairment which substantially limits one or more major life activities;
- has a record of such an impairment; or
- is regarded as having such an impairment [34 C.F.R. §104.3(j)(1)].

Once identified by the Section 504 Committee as a Section 504 student with disabilities, the student may receive supplementary aids and services to ensure that his or her individual educational needs are met as adequately as those of non-disabled students. Under Section 504, children with disabilities must be educated with their non-disabled peers "to the maximum extent appropriate." (Source: OCR-Office for Civil Rights)

Section 504 Due Process: Section 504 of the Rehabilitation Act of 1973 provides the right to an impartial due process hearing if a parent wishes to contest any action of the District with regard to a child's identification, evaluation, and placement under Section 504.

A parent has the right to file a complaint through the Office of Civil Rights at any time regardless of the local resolution procedures available through UISD. The parent is not required to take part in the local resolution procedures through FFH or the due process hearing for the identification, evaluation, or placement complaints before filing a complaint with Office of Civil Rights (OCR).

The District will not start the due process hearing procedures unless a complaint based on identification, placement, or evaluation has been given to the District in accordance with policy FNG (Legal). All other complaints based on Section 504 of the Rehabilitation Act of 1973 should be made under FFH (Local) which can be found on the District's Web site at <http://www.uisd.net>.

Request for the use of a Service Animal: A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten (10) District business days before bringing the service animal on campus.

UISD prohibits pets on campus and District property. This prohibition is designed to enhance everyone's safety while providing a healthier environment for our students and users of campus and District property. This prohibition includes ALL athletic facilities.

Special Education:

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services:

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools 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 and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) 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 if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school 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 to evaluate the student. 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 a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th 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 or charter school must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the district or charter school 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:

Contact Person: Cynthia Ramirez

Phone Number: (956)473-2047

Section 504 Referrals: Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools 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:

Contact Person: Melissa Y. Cruz

Phone Number: (956)473-2142

Additional Information: The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process <http://framework.esc18.net/display/Webforms/LandingPage.aspx>
- Partners Resource Network <http://prmtexas.org/>
- Special Education Information Center <http://www.spedtex.org/>
- Texas Project First <http://www.texasprojectfirst.org/>

Student Records: Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and "eligible" students certain rights of privacy. The records custodian or designee shall use reasonable procedures to verify the requestor's identity before disclosing student records containing personally identifiable information. For purposes of student records, an "eligible" student is one who is 18 or is emancipated by a court, or reenrolls in a postsecondary institution.

The law specifies that certain general information about UISD students is considered "directory information" and will be released to anyone who follows procedures for requesting it. Examples include:

- A student's name, address, telephone number, and date and place of birth.
- The student's photograph, participation in officially recognized activities and sports, weight and height of members of athletic teams.
- The student's dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school attended previously.
- The student's e-mail address.
- A student's photograph for publication in the school yearbook.
- A student's name and grade level for purposes of communicating class and teacher assignment.
- A list of student's name and birthday for generating schoolwide or classroom recognition; and
- A student's name and photograph posted on a District approved and managed social media platform.

The parent or an eligible student may prevent release of any or all directory information regarding a student. This objection must be made in writing to the principal within ten (10) school days after you have been provided the notice.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records and may be released to:

- The parents--whether married, separated, or divorced—who will generally have access to the records. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.
- The student-- Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or is attending an institution of postsecondary education, the rights accorded to, and consent required of parents transfer from the parents to the student. The parents may access the records if the student is a dependent for tax purposes. [See FL(LEGAL)].

- “School Officials”, including School/District staff members (such as teachers, counselors, support staff, bus drivers/monitors, and diagnosticians, District staff members who have what is known as a “legitimate educational interest” for student records purposes would include -school officials (such as Board members, the Superintendent, and administrators), and District staff members (such as teachers, counselors, support staff, and diagnosticians), a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, online service provider or therapist), or a parent serving on a school committee (i.e. LPAC), provided that these “school official(s)” have a legitimate education interest in the confidential education records. The District’s criteria for determining what constitutes a legitimate education interest is as follows: A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Various governmental agencies, including but not limited to juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases or individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he/she is already enrolled.
- To appropriate officials in connection with a health or safety emergency.
- 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.
- In connection with financial aid for which a student has applied or which the student has received.

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

The principal is the custodian of all records for currently enrolled students at the assigned school. The Records Management Department whose telephone number is (956)473-7913 is the custodian of all records for students who have withdrawn or graduated.

Active Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of both active and inactive student’s records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent’s, principal’s, or counselor’s office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school or Records Management Department. If circumstances effectively prevent a parent or eligible student from inspecting the records, the District shall provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee for active records will respond to reasonable requests for explanation and interpretation of the records.

All inactive records should be requested from the last school attended by the student. All addresses of the principals’ offices are listed in the Student Code of Conduct School Directory. For any questions in reference to student records you may contact The Records Management Department at: (956)473-7913

A parent (or the student if he or she is 18 or older, married, or is attending an institution of postsecondary education) may review and inspect the student’s records and request a correction if the records are considered inaccurate or otherwise in violation of the student’s privacy rights. Within 15 District business days of the record custodian’s receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the District refuses the request to amend the records, the requestor has the right to request a hearing. If a hearing is requested, it shall be held within 10 District business days after the request is received. Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing. The parents shall be notified of the decision in writing within 10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process defined by policy FNG.

Copies of student records are available at a cost of 10 cents per page, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the District is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record shall be provided at no charge.

Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records. The District’s complete policy regarding student records is available on the District’s website at <http://www.uisd.net>. The address to send a complaint to is:

Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue-SW; Washington, DC 20202-5920

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 teachers' personal notes on a student that are shared only with a substitute teacher and records on former students after they are no longer students in the District—do not have to be made available to the parents or student. Educational records do not include records maintained by law enforcement unit of the District that were created by that law enforcement unit for the purpose of law enforcement.

SECTION II: INFORMATION FOR STUDENTS AND PARENTS

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

ADMISSION REQUIREMENTS

UISD will admit into the District free of tuition all persons who are over the age of 5 and younger than 21 years of age on September 1 of the school year in which admission is sought if any of the following conditions exist:

1. The person and either parent of the person reside in the District;
2. The person does not reside in the District but a parent of the person resides in the District and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the person;
3. The person and the person's guardian or other person having lawful control of the person under a court order resides within the District;
4. The person is under the age of 18 and has established a separate residence in the District apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the person's presence in the District is not for the primary purpose of participation in extracurricular activities. The Board is not required to admit such person, however, if the person has:
 - a. Engaged in conduct that resulted in removal to a disciplinary alternative education program or expulsion within the preceding year;
 - b. Engaged in delinquent conduct or "conduct in need of supervision" (see SCOC glossary) and is on probation or other conditional release for that conduct; or
 - c. Been convicted of a criminal offense and is on probation or other conditional release.
5. The person is a homeless child, as defined by 42 U.S.C. Section 11302, regardless of the residence of the person, of either parent of the person, or of the person's guardian or other person having lawful control of the person;
6. The person is a foreign exchange student placed with a host family that resides in the District by a nationally recognized foreign exchange program, unless the District has applied for and been granted a waiver by the commissioner under Subsection (e);
7. The person resides at a residential facility, as defined in Education Code 5.001, located in the District. For purposes of enrollment, a person who resides in a residential facility is considered a resident of the District in which the facility is located;
8. The person resides in the school district and is 18 years of age or older or the person's disabilities of minority have been removed; or
9. The person does not reside in the District but the grandparent of the person resides in the District; and provides a substantial amount of after-school care for the person provided that space is available as per policy FD (Local).

Student Entitlement to Attend School in District of Residence: The District requires evidence to be submitted by a person who is entitled to attend the public free school of the District at the time it considers an application for admission of the person. The Board or its designee shall establish minimum proof of residency acceptable to the District.

Acceptable documents for verifying residence include a current utility bill (water, gas or electric), current lease/contract on apartment or house, rent receipt, and a valid Texas driver's license or military or TDPS identification. Other forms of Identification may be accepted at the District's discretion and in accordance with state and federal law.

Minor Living Apart: An adult resident of the District wishing to enroll a minor student who is living separate and apart from a parent/legal guardian or other person having lawful control of him or her under court order shall be required to come to the school and complete the registration process. The District shall require the individual assuming responsibility to do so through a District Power of Attorney (POA) notarized form stating that the parent/guardian has given the resident/individual care, custody and control of the student assigning responsibility for the student in all school-related matters and to meet with a school official to complete the "POA Questionnaire." The questionnaire needs to be completed prior to parent being given the POA form for notarization. POA status is valid only for the current school year and must be renewed on an annual basis. District attendance officers will verify POA residency status.

Any such student who has engaged in misconduct that results in an assignment to an alternative education program or an expulsion shall not be permitted to re-enroll in a District school under the POA status. In addition the following documentation must be provided:

- Notarized United ISD Power of Attorney Application Form (UISD Form # 882-002)
- Other documents required for initial registration

Host Family: When the student's parent(s), together with the child, reside within the District in the home of another family, the District requires both the owner/renter of the residence and the parent, legal guardian, or other person having legal custody of the student to come to the school and complete the registration process and meet with a school official to complete the Residency Questionnaire. In addition, the following documentation must be provided:

- Notarized Host Family Enrollment Application Form; (UISD Form # 882-003)

- Other documents required for initial registration

Host family status is valid only for the current school year and must, therefore, be renewed on an annual basis. District attendance officers, or as authorized by the Office of Admissions, Attendance and Dropout Recovery, will verify Host residency status.

Grandparent Care Affidavit: The parent and grandparent of a nonresident student requesting admission shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

When a grandparent who resides in the District provides a substantial amount of after-school care [as noted in FD (Local)], and for the child who does not reside in the District or specific school attendance boundary, the child shall be admitted to the District free of tuition where the grandparent resides, or to the school in the attendance area provided that space is available. The substantial amount determined by the Board is a minimum of four (4) school days per week and a minimum of three (3) hours per day. The following documentation is required:

- a. A notarized "Grandparent Care" affidavit form; (UISD Form # 882-004); and
- b. Grandparents must provide documents that confirm residency and Identification.

Transportation is only provided at the end of the school day for students whose grandparents reside within the District boundaries and only if transportation services have been designated for students attending school in the area. No new transportation routes will be created.

District attendance officers will verify after-school care at said grandparent's residence.

Penalties – Notice of: Texas Education Code § 25.001(h) states that a person who knowingly falsifies information on a form required for enrollment of a student in a school district is liable to the district if the student is not eligible for enrollment in the district but is enrolled on the basis of the false information. The person is liable, for the period during which the ineligible student is enrolled, for the greater of (1) the maximum tuition fee the district may charge under Section 25.038; or (2) the amount the district has budgeted for each student as maintenance and operating expenses. See UISD Board Policy FD (Legal).

In such circumstances, individuals who falsify information must reimburse the District for each day an ineligible student is enrolled. Additionally, Section 37.10, Texas Penal Code states that a person commits an offense if he knowingly makes a false entry in, or false alteration of, a governmental record; makes, presents, or uses any record, document, or thing with knowledge of its falsity and with intent that it be taken as a genuine governmental record; intentionally destroys, conceals, removes, or otherwise impairs the verity, legibility, or availability of a governmental record; possesses, sells, or offers to sell a governmental record or a blank governmental record form with intent that it be used unlawfully; makes, presents, or uses a governmental record with knowledge of its falsity; or possesses, sells, or offers to sell a governmental record or a blank governmental record form with knowledge that it was obtained unlawfully. An offense under this section is a Class C misdemeanor if it is shown on the trial of the offense that the governmental record is a governmental record that is required for enrollment of a student in a school district and was used by the actor to establish the residency of the student.

It is also an offense for a person to obtain, possess, transfer, or use, with intent to harm or defraud another, the identifying information of another person without their consent or of a child younger than 18 years old.

Note: It is the policy of this District to pursue intentional violators of the student enrollment law to the fullest extent permitted by law.

Enrollment: Before a minor student (under 18 years of age) can be officially admitted to District schools, appropriate registration forms must be completed and signed by the person who has legal custody of the student and resides within the District. Students who have reached 18 years of age or over may complete and sign these forms themselves. Texas Education Code §25.002 states that the school must enroll a child whose parent or guardian cannot furnish the school with proper documentation at the time of registration. The following items are required for registration of students:

1. Registration form (Form #882-017)
2. Online Registration through the Tyler Parent Portal completed by the parent or legal guardian (Primary Contact) no later than 15 days upon receiving notice (by School Messenger, letter, electronically, or any correspondence). Failure to do so may delay scheduling of students in a classroom;
3. One of the following documents in the parent's/guardian's name must be submitted showing an address located in the District: a current water, gas or electric bill, unexpired lease/contract, or rent receipt or other documentation verifying residency. Additionally, a current Texas driver's license or military or Texas Department of Public Safety identification (showing same address as utility bill, lease or receipt) will need to be shown. Exceptions to the required documentation will be made on a case-by-case basis with the understanding that some documentary evidence demonstrating that the student lives within the boundaries of the District and has a present intent to remain there must be provided upon enrollment and whenever requested.
4. Copy of official birth certificate required for all students to verify proof of age and legal name. Official court documents verifying the student's name change are also required by the District if the student's name is different from what is recorded on the birth certificate and/or social security card;
5. Current Immunization records;
6. Copy of the student's social security card; and
7. Last report card or withdrawal form from previous school if applicable.

If the parent/guardian has not furnished the school with the proper identification documentation for the child at school within 30 days of the child's enrollment in school, Texas Education Code § 25.002(c) states the school must notify the Laredo police department or the Webb County Sheriff's Department and request a determination of whether the child has been reported as missing.

A child must be enrolled by the child's parent, guardian, or other person with legal control under a court order. The District shall record the name, address, and date of birth of the person enrolling a child. (§25.002 (f)).

Legal Surname: A student must be identified by the student's legal surname as it appears on the student's birth certificate or other document suitable as proof of the student's identity, or in a court order changing the student's name.

Inconsistent Documentation: If a child is enrolled under a name other than the name that appears in the identifying documents or records, the District is required to notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying records and the name under which child is enrolled.

Missing Documentation: If the required documents (the child's birth certificate or another document suitable as proof of the child's identity) and other records are not furnished to the District within 30 days after enrollment, the District shall notify the police department of the municipality or sheriff's department of the county in which the District is located and request a determination of whether the child has been reported as missing.

Updating Student Information: If at any time during the school year any information on the student's data changes, parents are to notify the student's campus immediately of the changes. New telephone numbers, emergency contact information, change of address, parent information, etc. are examples of vital information that school officials may need to make phone contact, mail letters or at times have conferences with parents. Thus, updated information becomes vital. Additionally, in the case of student's who parents are divorced or share custody, the District requests that the most recent court order regarding custody be on file with the District. It is the parent's responsibility to provide this information to the District.

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 compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit, are of special interest to students and parents. They are discussed below:

Compulsory Attendance: Texas Education Code §25.085-State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday shall attend school for the entire period the program of instruction is provided, 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.

Age 19 and Older: A person who voluntarily enrolls in school or voluntarily attends school after the person's 19th birthday shall attend school each school day for the entire period the program of instruction is offered. In addition, if a student 19 or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment for the remainder of the school year. The student's presence on school property thereafter would be unauthorized and may be considered trespassing.

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

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

A student in grades 5 & 8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Services as an election clerk; and
- Documented health-care appointments for the student or a child of the student, if the student begins classes or returns to classes on the same day of the appointment, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health care provider must be submitted upon the student's 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.

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

Students in Home Schooling: Home School: To home school legally in Texas, parents/legal guardians must follow three state law requirements:

1. The instruction must be bona fide (i.e., not a sham).
2. The curriculum must be in visual form (e.g., books, workbooks, video monitor) and/or distance learning format as necessary.
3. The curriculum must include the five basic subjects of reading, spelling, grammar, mathematics, and good citizenship.

When the District becomes aware that a child between the ages of 6 through 19 is living within the boundaries of UISD and the parent/guardian have elected to home school their child, the parent/guardian should provide the District with the following documentation: a letter, signed and dated, from the parent/guardian stating that the student is being home schooled. Letters from parents/guardians must indicate the actual date home schooling began. If the District has evidence that the school-age child is not being home-schooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law. Per federal requirement, it is not permissible for a district to document that, at the time of withdrawal, the student intended to be home schooled. The Texas Education Agency (TEA) or District do not regulate, index, monitor, approve, register, or accredit the programs available to parents who choose to home school.

Failure to Comply with Compulsory Attendance: School employees must investigate and report violations of the state compulsory attendance law. A student absent without a justifiable reason from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; assigned by a grade placement committee; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a warning notice to the student's parent as required by law. This warning notice will inform the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to attend school. The notice will also inform the parent that UISD will initiate truancy prevention measures and request a conference between the school principal and the parent to discuss the absences. These measures will include implementing an attendance 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 UISD will also be initiated.

Attendance Officers will implement truancy prevention measures designed to address the student attendance issues prior to filing a complaint with a truancy court. However, if the truancy prevention measures fail to meaningfully address the student's school attendance, a complaint will be filed with a truancy court against the parent, the student or both.

A truancy court may impose penalties against a student's parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in the appropriate court if the student is absent from school (without excuse) on ten or more days or parts of days within a six-month period in the same school year. Arriving late to school are considered parts of a day.

Ages 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. This letter will explain 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 an attendance plan.

Attendance for Credit: Texas Education Code § 25.092 - A student in any grade level from kindergarden through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. 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. 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, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class. [See policies at FEC.]

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 that attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. (See policy FEC.)

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above in the "Exemptions to Compulsory Attendance" section will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.

- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.
- A temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent, including personal illness; or illness or death in the immediate family; family emergency or unforeseen / unavoidable instance requiring immediate attention.
- An absence required by state or local welfare authorities.

If the committee determines that there have been extenuating circumstances, it will decide how the credit may be regained. If the committee determines, however, that there are no extenuating circumstances, the student or parent may appeal the decision to the District’s Board of Trustees by filing a written request with the Superintendent in accordance with FNG(LOCAL).

Please note:

- A student absent from school for any reason, other than for a documented health care appointment, will not be allowed to participate in school-related activities on that day or evening.
- Class time is important. Doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Official Attendance-Taking Time: The District must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day during the second period. The following hours have been designated as the official time attendance will be taken:

Elementary School – 8:45 a.m.
 Middle Schools - 9:30 a.m.
 High Schools - 10:15 a.m.

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

Parents Note after an Absence: When a student must be absent from school for any portion of a school day—upon returning to school must bring a **written** 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. **Notes emailed to the attendance office will not be accepted.** An unexcused absence will remain on record if the signed note is not provided within three school days. Parents shall be responsible for keeping all documentation relating to reasons why students were absent. (FEB Local)

Doctor’s Note after an Absence for Illness: 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.

Tardies/Early Pick-ups/Class Period Cuts: State law requires students to attend school on a daily basis for the entire period the program of instruction is provided. Therefore, students must be in class when the bell rings at the beginning of each class period. Students are to be marked tardy if they report to class after the bell rings without a proper excuse. Four tardies or early releases in any one class shall disqualify the student for award and perfect attendance purposes (see Awards & Honors section). This does not apply for ADA or credit purposes. Repeated instances of tardiness may result in disciplinary action (i.e. detention hall, in school suspension, etc.), in accordance with the Student Code of Conduct. Students with excessive tardies shall be referred to a campus administrator. (FEB LOCAL)

Release of Students from School: Because class time is important, medical appointments should be scheduled, if possible, at times when the student will not miss instructional time. The parent/guardian of a student who will need to leave school during the school day must follow the campus student sign-out procedures and present picture identification. A student will not be released from school at times other than regular dismissal hours except with permission from the principal or designee according to the campus student sign-out procedures. A student who becomes ill during the school day should, with the teacher’s permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student’s parent/guardian. Once a student arrives on campus for the school day, he or she will not be permitted to leave the campus 30 minutes prior to end of school day without administrative approval or by providing documentation of a medical appointment.

Parents/authorized adults are required to report to the office in person and identify themselves to pick up a child. Students will only be released to parent/guardian-approved individuals. Individuals scheduled to pick-up a child should be prepared to show picture identification.

When it is anticipated that the child’s parent will not be able to pick up a child from school, the parent shall indicate the name of the person who will be picking up the child on the student information form and emergency card. Authorized adults should be listed on the child’s emergency card and should be updated annually.

As we have no way of knowing who is calling, a child will not be released by a phone call. Exceptions to this will be at the discretion of the campus principal or his/her designee. The principal may deny the release until the matter is resolved. Staff may also routinely ask the child if they are familiar with the person. In all cases, the person should sign a log indicating that they have picked up the child noting the date and time.

If the child will be picked up by an individual not listed on the school student information form or emergency card, the parent should notify school officials in person or writing along with the date, pick-up time and relationship of the person to the family (i.e., uncle, cousin, neighbor, etc.). The person should be prepared to show a driver's license or other form of photo I.D. If questions arise, the parent/guardian may be contacted before the child is released. If the person will be picking up the child occasionally, the parent should add the name of the person to the school authorization form.

Students in elementary schools whose parents/guardians request for their child to walk home after school must submit a written request to their child's campus. Any change to a student's after-school mode of departing from school must be submitted in writing prior to the release. Students will not be excused during school hours for private lessons of any nature.

Commercial limousines will not be allowed to pick up or drop off students at any district facility.

Attendance Verification - Driver License: To obtain a driver's license, a student between the ages of 16 and 18 must provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The form shall be completed at each requesting student's assigned secondary campus.

Emergency School Closing Information: Parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat. When it becomes necessary (due to inclement weather or other emergencies) to temporarily close schools, announcements will be made over the SchoolMessenger® system, local radio and television stations.

Withdrawal from School: A student under 19 may be withdrawn from school only by a parent/guardian. If possible, the school requests notice from the parent/guardian at least three days in advance so that records and documents may be prepared. On the student's last day, the withdrawal form must be signed by each teacher for current grade averages and book and equipment clearance; the librarian, to assure a clear library record; the counselor, for course clearance, if applicable; and finally, by a campus administrator. A copy of the signed withdrawal form will be given to the parent/guardian, and a copy will be placed in the student's permanent record.

A student who is 19 years of age or older, married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

After School Adventures Program (ASA)

The United ISD After School Adventure is a program for children in grades PK-5. Program sites operate from 3:00 p.m.-6:00 p.m. only on days when schools are in session according to the UISD Academic Calendar. ASA provides a carefully designed schedule of activities such as daily snacks, academic support, life/social skills development, STEM enrichment, physical fitness, and other research-based programs. Our goal is to create programs that reflect our commitment to providing high standards for quality within a nurturing, friendly and safe environment.

Eligibility Requirements:

- 1) Parents must work full-time
- 2) Children are 4 years old and enrolled at a participating U.I.S.D Elementary campus
- 3) Child must have independent toileting skills

For more information, please visit the website at www.uisd.net, After School Adventures or call (956) 473-6301.

Awards and Honors

All UIL events carry an appropriate award. Awards are given in other areas such as academic achievement, athletics and band.

Elementary "A" Honor Roll: To be eligible for this distinction on a six-weeks basis, a student must receive A's in all core content area courses (language arts, math, reading, science, and social studies). Language arts grade will not include English as a Second Language (ESL) or Spanish as a Second Language (SSL). To be eligible for the end of the year award, a student must have all A's every six weeks (1st through 5th six weeks).

"A" Honor Roll in a Dual Language instructional setting: To be eligible for this distinction on a six-weeks basis, a student must receive A's in all core content area courses (native language arts, math, reading, science, and social studies). Language arts grade will not include English as a Second Language (ESL) or Spanish as a Second Language (SSL). The target language arts and reading grade will be recorded on the report card in order to monitor student progress in that second language but will not affect Honor Roll criteria. To be eligible for the end of the year award, a student must have all A's every six-weeks (1st through 5th six weeks).

Elementary "A & B" Honor Roll: To be eligible for this distinction on a six-weeks basis, a student must receive a minimum of three A's, and the remaining core content area grades must be no lower than a B (e.g., Language Arts, Math, Reading, Science, and Social Studies). Language arts will not include English as a Second Language (ESL) or Spanish as a Second Language (SSL). To be eligible for the end of the year award, a student must have made the A or A/B Honor Roll every six weeks (1st through 5th six weeks).

"A & B" Honor Roll in a Dual Language instructional setting: To be eligible for this distinction on a six-weeks basis, a student must receive a minimum of three A's and the remaining core content area grades must be no lower than a B (language arts, math, reading

science, and social studies). Language arts grade will not include English as a Second Language (ESL) or Spanish as a Second Language (SSL). The target language arts and reading grade will be recorded on the report card in order to monitor student progress in that second language but will not affect Honor Roll criteria. To be eligible for the end of the year award, a student must have made the A or A/B Honor Roll every six weeks (1st through 5th six weeks).

Middle School “A” Honor Roll: To be eligible for this distinction on a six-week basis, a student must receive A’s in ALL courses. To be eligible for the end of the year award, a student must have all A’s during the 1st through 5th six weeks.

Middle School “A & B” Honor Roll: To be eligible for this distinction, a student must receive A’s in 3 out of the four (4) core subjects (ELAR, math, social studies, science) with B’s in all other courses every six weeks. To be eligible for the end of the year award, a student must have A’s in 3 out of the four (4) core subjects (ELAR, Math, Social Studies, Science), with B’s in all other courses during the 1st through 5th six weeks.

Perfect Attendance: **The following perfect attendance guidelines are subject to change if necessary as determined by the Superintendent.** At United ISD, perfect attendance is based on the Texas Education Code section §25.085 that states “A child who is required to attend school, shall attend school each school day for the entire period the program of instruction is provided.

UISD defines “entire period the program of instruction is provided” from the time the morning bell rings until the release bell rings in the afternoon.

To be eligible for this distinction on a six-weeks basis for Elementary/Middle students or nine weeks basis for High School students, a student must have been present 100% of the days of the six/nine weeks in all classes.

To be eligible for the Perfect Attendance Recognition at end of the school year, a student must have been present 100% of the school days for the entire academic school year in all classes.

Commended Attendance (98% Attendance): : To be eligible for this distinction, a student must have no more than three absences for the entire academic school year. For elementary students, a student must not have more than 3 absences for the entire academic school year. For secondary school students, a student must not have more than 3 absences to include partial days (periods) for the entire academic school year.

All absences, unexcused, excused, medical and suspension will count towards determining eligibility.

A student who intentionally does not attend a class (skipping), will not be considered for commended attendance.

In the event that a child transferred into his/her current campus after the start of the school year, then confirmation or proof must be submitted to the current campus by the parents and the current campus will request the attendance records from the previous campus and verified by a school official. This information will be used to determine if the child is eligible for the award.

NOTE: A COMBINATION OF four tardies or early releases in any one class shall disqualify the student for perfect attendance purposes.

Graduating Seniors: Seniors who have perfect attendance from the first grade through grade twelve, will be recognized for achieving perfect attendance throughout their enrollment at United ISD. To be eligible for this distinction, the student must have been enrolled at a United ISD school for the entire twelve academic school years and the student must have been present 100% of the school days for the entire academic school years in all classes.

Cafeteria Services

The UISD Food Service Department participates in the School Breakfast Program (SBP) and the National School Lunch Program (NSLP). These programs are federally assisted meal programs operating in public schools under the administration of the Texas Department of Agriculture (TDA).

Breakfast Program: The breakfast program must be made available for all schools that have at least 10 percent or more students eligible. The meal pattern requirement must comply with the Dietary Guidelines for Americans and the regulations from the Healthy, Hunger-Free Kids Act of 2010 which is based on recommendations from the Institute of Medicine.

Offer vs. Serve Breakfast: Offer versus serve is a serving method designed to reduce food waste and food costs in the National School Breakfast Program without jeopardizing the nutritional integrity of the breakfast served. At all grade levels, a student may choose all three food items offered (main breakfast item, fruit juice/fresh fruit, and milk). At a minimum, students must choose the main breakfast item and a choice of either a fruit juice/fresh fruit or milk.

Students are encouraged to choose all menu items they will consume before leaving the serving line. If a student chooses less than the required menu items each item will be charged A la Carte. Once the student has left the serving line he/she may choose to go back for additional menu items which will be charged A la Carte. A la Carte pricing does not apply in schools that participate in the “Breakfast in The Classroom Program” where all students eat free. They still, however, need to take the required amount of menu items in order to be allowed any breakfast items and be claimed for reimbursement.

Lunch Program: By taking part in the lunch program the District receives reimbursement and donated commodities for each lunch served. However, in order to receive this, the District must meet meal pattern requirements and the meals must be offered free to all children. The meal pattern requirements must comply with the Dietary Guidelines for Americans and the regulations from the Healthy, Hunger-Free Kids Act of 2010 which are based on recommendations from the Institute of Medicine.

Offer vs. Serve Lunch: Offer versus serve is a serving method designed to reduce food waste and food costs in the National School Lunch Program without jeopardizing the nutritional integrity of the lunches served. Five food components are offered in a school lunch including Grains, Meat/Meat Alternates, Fruit, Vegetables, and Milk. Students may select all five food components, but at a minimum must choose three for a meal to be considered reimbursable. In addition, one of these components is required to be either a Fruit or a Vegetable to also qualify the meal as reimbursable. A meal pattern is also followed in which a student may select up to 1 entrée, 3 different sides dishes and a serving of milk. A la Carte prices will apply to any extra menu food items taken aside from an allowed meal at the point of service.

Students are encouraged to choose all menu items they will consume before being claimed. If a student chooses less than the three required menu items each item will be charged A la Carte. Once the student has left the serving line they may return to the serving line to choose additional menu items which will be charged A la Carte.

Community Eligibility Provision: Any school district that administers the National School Lunch Program or School Breakfast Program is eligible to participate in the Community Eligibility Program if forty (40) percent of the students of the district are categorically eligible. Under this program, school district must offer both breakfast and lunch at no charge for the first meal.

A la Carte Sales: Since the Child Nutrition Program started with the Community Eligibility Provision this year the first breakfast and lunch meals are free of charge for all students, but any additional serving of the main entree or side dish will be charged as a la carte items.

Menu Analysis and Development: The UISD Food Service Department uses a Food Based Menu Planning System to plan school breakfast and lunch menus. It requires certain food components (Grains, Meat/Meat Alternates, Fruit, Vegetables, and Milk) to be served in specific quantities on a daily and weekly basis for various grade groups. In addition to food components, menus must meet standards for calories, saturated fat, and trans fat which are calculated using a nutrition analysis software. As of the 2014-2015 School Year, menus will also be meeting a sodium restriction.

Schedule (Breakfast and Lunch): Breakfast and lunch schedules may vary from school to school and grade to grade. Please contact your child's school for specific breakfast and lunch schedules.

Special/ Modified Menus: In order to provide children with disabilities the same opportunity as other children, the UISD Child Nutrition Department will modify school menus. The United States Department of Agriculture (USDA) has a nondiscrimination regulation which mandates that substitutions be made to the regular meal for children who are unable to eat school meals because of their disabilities when that need is certified by a licensed physician.

Parents can get an official UISD "Special Diet Prescription Form for Meals at School" from the Cafeteria Manager or the school nurse at any school. The form is also available through www.uisd.net under the Department Tab and Child Nutrition link. ONLY an official UISD form will be accepted. A U.S. physician providing specific prescription of dietary needs of the student must fill out the form. The form must be filled out entirely including the statement of disability and a description of how the disability affects major life activities. Special diets prescribed by physician assistants or nurse practitioners will no longer be accepted. If the child is serviced through the Special Education Program, an ARD Committee must address the special modified menu.

USDA Smart Snacks in School: The Texas Public School Nutrition Policy will no longer be in effect after July 1, 2014. In its place, school districts across the country will be under new legislation known as USDA's *Smart Snacks in School*. The standards are part of the Healthy, Hunger-Free Kids Act of 2010 which recently imposed new regulations for the National School Breakfast and Lunch Program. *Smart Snacks in School* will set nutrition requirements for all foods sold outside the child nutrition program, on the school campus, and at any time during the school day. To view the new standards in a flyer format, please visit http://www.fns.usda.gov/cnd/governance/legislation/allfoods_flyer.pdf School clubs or organizations must assess any food to be used for fundraising using the Alliance for Healthier Generation Smart Snacks Product Calculator (link can be found on UISD Child Nutrition web page). A report must then be submitted to the campus bookkeeper for review.

Outside Food: No outside food will be allowed to be delivered to any campus. Parents are not allowed to bring in any food to campus.

Celebrations (All Grade Levels): Parents are able to provide store bought food only for school designed functions or for children in the student's classroom for their birthday with prior approval from campus administration. Parents need to 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 parents to volunteer for bringing food products.

Armed Services Vocational Aptitude Battery Test: A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. The test shall be offered at each of the four high schools. Please contact the principal or counselor for information about this opportunity.

Career and Technical Education: The District offers Career and Technical Education programs, based on campus availability, in the following Career Clusters: Agriculture, Food and Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Information Technology; Law, Public Safety, Corrections & Security; Marketing, Sales and Services; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics. Additionally, the District offers Work-Based Learning programs in Health

Science, Science, Technology, Engineering and Mathematics, Hospitality and Tourism, Education and Training and Business Management & Administration. Admission to these programs is based on student interest. District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. The District will take steps to ensure that a lack of English language skills will not be a barrier to admission or participation in any educational and career and technical programs. See Nondiscrimination Statement on page 48-49 for the name and contact information for the Title IX Coordinators and ADA/Section 504 coordinator, who will address certain allegations of discrimination.

Shop Safety Requirements: While in Career & Technology Workshops, for their own safety, students shall wear appropriate clothing and personal protective equipment. Appropriate clothing shall include long sleeve shirts and full-length pants or coveralls and closed toe shoes. Personal protective equipment provided by the school district may include safety goggles, face shields, helmets, hearing protection, gloves and other equipment as directed by the classroom teacher.

Career and Technical Student Organizations (CTSO's): Membership in UISD CTSO's is based on student interest and program availability at the respective campuses. Students who have taken a CTE elective or who are currently taking a CTE elective are eligible to participate. All CTSO members are eligible to compete provided that they meet "No Pass, No Play" requirements. CTSO's are offered in the following program areas: HOSA, Skills USA, TAFE, BPA, and FFA.

Students who are enrolled in a coherent sequence of Career and Technical Education courses may be provided with opportunities for certification in various program areas. For further information about these certification programs, please contact the high school Career and Technical Education department chair or the district Director of Career and Technical Education, Mrs. Angelica Sanchez, at (956) 473-2018.

Class Rank / Top Ten Percent / Highest Ranking Student: Students who are ranked in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas (except The University of Texas at Austin). Students are required to demonstrate that they either completed the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP), earned the distinguished level of achievement under the Foundation High School Program (graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses), or satisfied the ACT's College Readiness Benchmarks on the ACT assessment, or earned at least a 1,500 out of 2,400 on the SAT college entrance exam.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The University of Texas at Austin (UT) is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. For students who are eligible to enroll in the University during the summer or fall 2020 the University will be admitting 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. Students and parents should contact the counselor for further information about how to apply, the deadline for application, and more detailed information. 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.

Class ranking shall be determined by averaging all course grades taken for high school credit, regardless of when the credit was earned, through the third quarter of the senior year. For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose. The grade point average (GPA) shall be computed in accordance with policy EIC Local Policy.

All students whose grade point averages comprise the top ten percent of the graduating class and who qualify for automatic admission under Education Code 51.803 shall be recognized. For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC (LEGAL)]

The valedictorian and salutatorian shall be the eligible students who have the highest and second highest ranking respectively. To be eligible for such recognition a student must: 1.) Have been continuously enrolled in the same District high school for the six semesters immediately preceding graduation; 2.) Have earned the distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code, including four credits in science and four credits in mathematics to include Algebra II; and 3.) Be graduating after four complete years of enrollment in high school.

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purpose of receiving the scholarship certificate from the state of Texas. In case of a tie, the District shall compute the weighted GPA to a sufficient number of decimal places until the tie is broken. [EIC LOCAL]

To be eligible to graduate early, a student must complete all coursework and exit-level testing required of the ninth-grade class in which he or she begins high school. Students must complete the Declaration of Intent to Graduate Early Form before the last Friday in September with his or her counselor. Approval for early graduation must be granted by the campus principal and a copy of the form must be submitted to the Executive Director for Secondary Education. A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

All high school TEA-approved state credit grades transferred as numerical averages shall be accepted at face value. Grades transferred as passing or failing shall be accepted for credit, or none, as indicated on the transcript, but shall not be calculated into class ranking, unless there is some accompanying explanatory information on the transcript. [See EIA] Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

A student who transfers into a District high school shall receive similar credits counted toward the GPA according to the list of courses offered in the District as long as the Texas Essential Knowledge and Skills (TEKS) have been met. Grades that earned weight at another district shall be given the weight as outlined in policy EIC-Local.

Students transferring into the District shall receive the numerical grade that was earned in the courses at another school. Letter grades for eligible courses shall be recorded as follows:

Conversion Scale	
A+	98
A	95
A-	92

Conversion Scale	
B+	88
B	85
B-	82

Conversion Scale	
C+	78
C	75
C-	72

Conversion Scale	
D+	68
D	65
D-	62
F	50

For further information, see Board Policy EIC.

Class Schedules: See campus counselor.

Off Campus Requirement: High school seniors must meet off campus required criteria to be enrolled in a minimum of three courses per semester. Students must be in attendance for a minimum of three classes in order to remain eligible to participate in a UIL activity. Please see the Principal or Counselor for an Off-Campus Form.

College Coursework / Dual Credit Courses: UISD offers a variety of ways a student may earn credit for dual enrollment. Students may earn college/dual credit through the House Bill I (HBI) Program, GOLD Program, Early Start Pathway, or Early College Programs. Students must meet the enrollment criteria for all programs. Students may be granted credit for college course(s) taken to fulfill credits for high school graduation under the following provisions:

1. The student must complete a UISD Dual Credit Agreement which must be signed by the student and parent prior to registering for a dual credit course.
2. The dual credit college course must be equivalent to three college hours.
3. The college grade earned must be a minimum of "70" in order to obtain high school credit.
4. Students who obtain UISD approval to take eligible dual credit courses on their own must:
 - Complete a UISD Off-Campus Dual Credit Contract and
 - Must submit an official college transcript with a numerical grade to the counselor once the course is completed.
5. The credit for the course will be recorded on the student's high school transcript and the course grade will be computed in the student's grade point average (GPA). Dual credit courses shall be calculated for GPA purposes only using the weighted scale found in EIC Local Policy. The student's grade will also be computed in the student's college/university GPA and will appear on their college/university transcript.

Please visit with your respective counselor for a list of approved dual credit courses.

Complaints and Concerns - Student and Parent: Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher. For those complaints and concerns that cannot be so easily handled, the District has adopted a standard complaint policy: FNG. You or your child should first discuss the complaint with the campus principal. If the concern is not resolved, a written complaint and a request for a conference should be sent to the Superintendent or designee.

Some complaints require different procedures. Additional information can also be found in the UISD Board policies available on the District's Web site at <http://www.uisd.net>.

Topics and policies include:

- Discrimination on the basis of gender (FFH)
- Sexual abuse or sexual harassment of a student (FFH)
- Loss of credit on the basis of attendance (FEC)
- Removal of a student by a teacher for disciplinary reasons (FOA)
- Removal of a student to a disciplinary alternative education program (FOC)
- Expulsion of a student (FOD)
- Identification, evaluation, or educational placement of a student with a disability (EHBA & FB)

- Instructional materials (EFA)
- On-campus distribution of non-school materials to students (FMA)
- Complaints against District peace officers (CKE)

Computer Resources: To prepare students for an increasingly technological society, the District has made a substantial investment in computer technology and mobile learning devices, for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action. Additionally, students/parents who check out technology devices for home use (homebound students, etc.), will be required to sign UISD STUDENT/PARENT TECHNOLOGY DEVICE CHECK OUT ACKNOWLEDGEMENT/AGREEMENT FORM and abide by the requirements of technology use for instructional purposes stated within.

Electronic transmissions and other use of the UISD system by students shall not be considered confidential and may be monitored at any time by designated District staff to ensure the use of the system for appropriate educational purposes only. Refer to the Student Code of Conduct for additional information on district computer, network, internet, and electronic mail procedures and guidelines.

Correspondence Courses: Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions:

- The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
- The correspondence course must include the state-required essential knowledge and skills for such a course.
- Prior to enrollment in correspondence courses, students shall make written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation.
- A student may earn a maximum of two required state credits through correspondence courses and may be enrolled in only one correspondence course at a time.
- Grades earned in correspondence courses shall be recorded on the student's academic achievement record and shall be used in the calculation of the student's grade point average.
- All high school students shall be eligible to take correspondence courses and earn credit toward graduation. Refer to Policy EHDE.

Counseling and Guidance:

The United Independent School District Guidance and Counseling Department's mission is to implement a comprehensive school counseling program to promote student success through academic achievement, promote prevention and intervention activities to provide a safe and nurturing environment, provide social-emotional and career development, and increase student's admittance and success in institutions of higher learning. The United Independent School District Guidance and Counseling Mission Statement: The Guidance and Counseling Department intentionally plans, organizes, and implements a comprehensive school counseling program aligned to the Texas Model that assists all students in their personal, social, academic, and career development. Professional School Counselors (PSC's) collaborate with stakeholders to meet the individual needs of each student by implementing supports aiding in student growth which further cultivates their development into global citizens.

The UISD Guidance and Counseling Program is based on the Texas Education Agency's *Implementing a Guidance Program for Texas Public Schools: A Guide for Program Development, Practice, and Evaluation*. The Texas Model for Comprehensive School Counseling Programs, Fifth Edition (Texas Model). The District has a comprehensive school counseling program that includes

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social developments at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development of students; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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

Academic Counseling: Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, graduation requirements and plans. Each spring, students in grades 5 through 11 will be provided information on anticipated course offerings for the following year, as well as other information that will help them make the most of academic and Career and Technical Education (CTE) opportunities.

To plan for your post-secondary education at a college, university, or training school or pursuing some other type of advanced education, you should work closely with the counselor to ensure that the appropriate high school courses are taken. The counselor may also provide information about college entrance examinations and deadlines for applications, as well as information about automatic admission to state colleges and universities, financial aid, housing, scholarships, etc.

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements. In either 7th or 8th grade, 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 student and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education. The school counselor will also provide information each year a student in high school regarding:

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

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

Personal Counseling: The school counselor is available to assist students with a wide range of personal concerns, including social, family, emotional, and substance abuse issues. The counselor may also provide information about community resources to address these concerns.

UISD students who seek or who are referred for counseling will receive counseling services from a school counselor unless the school counselor receives instructions designating that a student should not meet with him or her. These instructions should be in writing and received prior to the date that a referral is made; however, the request can be made at any time. Specific instructions regarding a parent or legal guardian's desire regarding specific aspects of the counseling sessions, such as notice timelines and scope session topics, may not always be able to occur. A parent or guardian making such a request will be notified if a counselor is unable to accommodate a request.

Persons who have the right to refer a student to a counselor include: parent or legal guardian, teacher, counselor, administrator, or self. Students may be taken out of class for counseling sessions, but all attempts to keep loss of class time to a minimum will be made.

Suicide Awareness and Mental Health Support: When individual students are in crisis (e.g., at risk for suicide, and or suicide ideation), trained staff must follow District procedures. Any talk of suicide shall be taken seriously and the proper attention will be provided immediately. If a student verbalizes, writes or discusses any thoughts of suicide or harming himself/herself, he or she will be immediately accompanied to the counselor, administrator or other trained staff member. As noted in this procedure, the Guidance and Counseling Department provides information on identification of the student(s) in crisis who may be in need of mental health intervention or who may be at risk of committing suicide. If you are concerned about your child, please contact your school counselor. For further information, please refer to District policy FFB (Legal), and the District's Suicide Prevention Procedural Manual which can be found at every campus's administrative office.

In assessing whether a student may be in need of early mental health intervention or is at risk of committing suicide, the following is to be considered:

- Whether the student is, or may be, the victim or participant of bullying;
- Declining academic performance;
- Depression;
- Anxiety;
- Anger or increased irritability
- Isolation;
- Sudden changes in appearance;
- Unexplained changes in sleep or eating habits; and/or
- History of mental health illness and or psychiatric hospitalization(s).

The principal shall ensure that all staff is aware of the referral process to use when any student is potentially in crisis.

For further information and assistance, you may contact:

- Director of Guidance and Counseling at (956) 473-5248
- UISD Licensed Specialist in School Psychology (LSSP) staff at (956) 473-2047
- Director of Health Services at (956) 473-6264
- Department of State Health Services, PHR 11 at (956) 725-5195
- Border Region Behavioral Health Center at (956) 794-3000

Policies and Procedures that Promote Student Physical and Mental Health: The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/home/index/1210> : Food and nutrition management: CO, COA, COB, Wellness and Health Services: FFA, Physical Examinations: FFAA, Immunizations: FFAB, Medical Treatment: FFAC, Communicable Diseases: FFAD, School-Based Health Centers: FFAE, Care Plans: FFAF, Crisis Intervention: FFB, Trauma-informed Care: FFBA, Student Support Services: FFC, Student Safety: FFF, Child Abuse and Neglect: FFG, Freedom from Discrimination, Harassment, and Retaliation: FFH, Freedom from Bullying: FFI

On-Demand Drug Testing: UISD has developed an "On-Demand" drug testing program where parents may pick up a free drug kit at their child's middle school, high school and United S.T.E.P. Academy. Parents can administer this simple drug kit to their child in the privacy of their home. Upon arrival at the school, parents will be provided with:

- a Parental Release and Permission Form
- a brochure of information
- an instruction sheet for the drug kit
- an On-Demand Substance Abuse Providers list

Two free drug kits per student per month may be provided. UISD is offering this voluntary student drug testing program as an added service to UISD parents. All information is **CONFIDENTIAL** and test results **ARE NOT** reported to the school.

Substance Abuse Prevention and Intervention: 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 (TDSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us>. Licensed chemical dependency counselors are available for prevention, intervention, consultation and referral services. If you wish to meet with these counselors, you may contact your campus guidance and counseling department. For additional information, you may contact: Guidance & Counseling Department 4410 State Highway 359, Laredo, TX 78043 Office: (956)473-5248 Fax: (956)473-2098.

Course Auditing: Students will not be allowed to audit any courses.

Course Credit Recovery and Advancement to Remain on Cohort (available to Students grades 9-12): The District provides its high school General and Special Education students with access to an online curriculum program to facilitate the recovery of credit for a course(s) or to advance a course(s) to remain on the path toward graduation with their cohort.

A student enrolled in an online curriculum course/class is required to follow regular school attendance criteria. The student is expected to complete all coursework within the 18 and/or 9 weeks, depending on the course, from the date of enrollment. Campus administration and or the ARD Committee may request an extension. This provision will be used for those students experiencing extenuating circumstances and will be determined on a case-by-case basis.

Due to semester accelerated block scheduling, UISD does not award ½ credits for full credit high school courses. A student may be allowed to complete a course by taking an A or B part only when transferring from a district and/or private or charter school on a traditional schedule and the ½ credit has been awarded by the transferring entity.

1. Course for Advancement to Remain on Cohort

A student who needs to enroll in an online course for Credit Recovery or Advancement to Remain on Cohort:

- May enroll for no more than 2 elective credits via Odysseyware are during his/her 3 or 4 years of high school. Course options include:

- Health
- Physical Education
- Interpersonal Studies
- Money Matters
- Psychology
- Sociology
- **Speech**
- Spanish I & II (recommendation based on *Home Language Survey*)

- Students on a regular campus will be allowed to take one (1) course at a time.
- Students placed at a DAEP or Residential Facility will be allowed to take up to two courses simultaneously, depending on the number of days for placement and the amount of daily time a student has access to the program.
- Elective courses shall be taken during the "Zero Hour" – before and after school unless otherwise approved.
- Students must have taken an EOC class twice before being afforded an opportunity to take the course for recovery online during Zero Hour. The student's schedule must reflect a STAAR Remediation Course(s).
- Students who have failed a course in a regular classroom setting and failed the course online must return to the classroom setting (face-to-face).

2. **Course Credit Recovery:** High school students must fail a course before a request is placed on their behalf by their respective counselor. They will be allowed to enroll in computer-assisted courses (Odyssey Ware) if the student is at-risk of not graduating with his/her cohort for the following causal factors (but not limited to the reasons listed below):

- The student completed a core or elective class but was not awarded credit.
- Student received a grade greater than or equal to 60 but less than a 70 in a Non-EOC course including Math or Science laboratory classes.
- The student repeated required/core courses which resulted in the need for elective credits via the online program since they could not be accommodated within his/her class schedule.
- A student who has failed a course but passed the EOC Exam with an “Approaches Grade Level” or better will be afforded an opportunity to recover the credit through the online program.
- The online curriculum program is designed to assist students in graduating with their cohort when possible, not to provide opportunities to accelerate or advance in course completion for early graduation or to replace direct instruction if a student is failing a course at mid-term.
- Career & Technical Education classes shall be taken twice before a student is afforded an opportunity to take the course from recovery online. Exceptions to this provision will be reviewed on a case-by-case basis.

OR

- A high school student who is at risk of dropping out of school which includes each student who is under 26 years of age and who meets the following criteria (taken from Policy EHBC (LEGAL) and section 29.081 of the Education Code:
 - Was not advanced from one grade level to the next for one or more school years;
 - Did not perform satisfactorily on a state assessment instrument administered to student under Subchapter B, Chapter 39 of the Texas Education Code, and who has not in previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performed on that instrument;
 - Is pregnant or is a parent;
 - Has been placed in an alternative education program under Education Code 37.006 during the preceding or current school year;
 - Has been expelled during the preceding or current school year;
 - Is currently on parole, probation, deferred prosecution, or other conditional release;
 - Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
 - Is a student of limited English proficiency, as defined by section 29.052 of the Education Code;
 - Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
 - Is homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments
 - Resided in the preceding school year or resides in the current school year in a residential placement facility in the District, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Course Retake: Students will not be allowed to retake a course in which they have already received credit for the course.

Credit by Examination: The dates on which exams are scheduled during the school year will be published in appropriate District publications and on the District’s website.

...If You've Taken the Course: Students in grades 6-12 may use credit by examination with prior instruction to demonstrate mastery, to earn, or to regain credit in selected academic courses. Prior approval by the appropriate administrator is required. Students who are eligible for this exam include the following:

1. Students who are transferring from a non-accredited school or have been homeschooled [see FD];
2. Students who are transferring from Mexico and did not receive a grade of 70 or better on their core subject areas;
3. Students who have failed a subject or course; or
4. Students who have earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC].

Such examinations shall assess the student’s mastery of the Texas essential knowledge and skills and shall be administered according to established District procedures. To be eligible to earn credit by examination, the counselor shall verify that the student has had prior instruction in the course and obtain written approval from the parent/guardian, counselor and principal. If the student is requesting a credit by exam (CBE) for a high school course in which there is an End-of Course STAAR Exam then the CBE must be ordered from Texas Tech University.

The counselor will order the credit by exam from the counseling department. To receive credit, a student must score at least 70 or above on the examination. Passing scores earned on credit by examination shall be recorded in the student’s academic achievement record as a “P” for passing. The actual grade received will not be calculated into the student’s Grade Point Average (GPA). The attendance review committee may also allow a student with excessive absences to receive credit for a course by passing an examination. A student may not use this examination to regain eligibility to participate in extracurricular activities. If the student elects to take a credit by examination in lieu of exercising the District’s credit recovery options, the cost of taking the examination with prior instruction to earn credit or to regain credit shall be the student’s or the parent’s responsibility. These guidelines are subject to change to adhere to legislative decisions in observance of End of Course (EOC) assessments. Refer to Policy EHDB

...If You've Not Taken the Course: The passing score required to earn credit on an examination for acceleration is 80. A student will be permitted to take an examination to advance to a higher grade level (at the elementary level) or to earn credit for an academic course (at the secondary level) for which the student has no prior instruction. Each examination shall thoroughly test the Texas Essential Knowledge and Skills in the applicable course or grade level. The dates on which examinations are scheduled will be published by the district. No fee will be charged if taken on the days officially designated by the District.

A student planning to take an examination for acceleration (or the student's parent) must register with the counselor or designee at least 30 days prior to the scheduled testing date. **Teacher Recommendation for Credit by Exam for Grade Acceleration must be submitted.** The District will honor a request by a parent to administer, on some other date, a test purchased by the parent from a State Board-approved university and approved by our local board.

Placement or credit granted based on the score obtained from the assessment shall be recorded on the permanent school record for grades 1-8 and on the academic achievement record for grades 9-12. If a high school student passes the credit by exam with an 80 or better the actual grade earned shall be recorded in the student's academic achievement record (AAR) and will be calculated in the student's grade point average (GPA).

The Superintendent or designee shall develop procedures to allow a child who is five years old as of September 1 to be placed initially in first grade rather than kindergarten. A parent must request the alternative placement by completing the Application of Intent to Test Credit by Exam Form before the first two weeks of school. This form may be obtained from the campus counselor. Criteria for acceleration may include:

1. Scores on District approved readiness test(s) that must be administered by appropriate District personnel.
2. Maturity of the student.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the Principal and Superintendent.

Refer to Policy EHDC.

Distance Learning: The District provides students the opportunity to take high school and college courses via distance learning. Course schedules are posted at the beginning of each semester. Students enrolled in these courses have a facilitator in the classroom to assist the instructor with daily activities. Counselors can answer questions about eligibility requirements for those students interested in seeking dual or concurrent courses.

Extracurricular Activities, Clubs, and Organizations: Participation in school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students. However, participation is a privilege, not a right. Participation in some of these activities may result in events that occur off-campus. When the District arranges transportation for these events, students are required to use the transportation provided by the District to and from the events. Exceptions to this rule may only be made with the approval of the activity's coach or sponsor.

Eligibility for participation in many of these activities is governed by state law as well as rules of the Texas Education Agency (TEA) and University Interscholastic League (UIL) – a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, musical or other activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Dual enrollment in a joint high school and college course or concurrent enrollment program does not make a student ineligible for UIL competition. (For more information see College Coursework/Dual Credit Courses). The following **requirements** apply to all extracurricular activities:

- A student who receives, at the end of the grading period, a grade below 70 in any academic class other than a class identified as an Advanced Placement or International Baccalaureate course; an honors course; or a dual credit course in the subject areas of english language arts, mathematics, science, social studies, economics, or a language other than English may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and fails to meet the standards in the Individual Education Plan (IEP), as determined by the Admission Review and Dismissal (ARD) Committee, may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 15 absences not related to post-district competition, a maximum of five absences for post-district competition, prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities and other activities approved by the Board are subject to these restrictions.
- A student who misses class because of participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as the band, choir, cheerleading, 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 local policy will apply in addition to any consequences specified by the organization's standards of behavior.

A student participating in U.I.L. sanctioned activities may be required to participate in random testing for illegal steroid use in accordance with state law and rules. For more detailed information, contact the Athletic Director at (956)473-7104.

Exemptions from Final Exams for High Schools: Final examinations shall be scheduled for all high school students. Exemptions will only be allowed for students who meet the guidelines and submit a completed final exemptions form signed by the following: teacher, student and the parent. Grades and absences will be used as criteria for the final exam exemptions in one or more classes each semester.

Grades 90 or above 18 week course no more than 3 absences; 9 week course 2 absences. Grades 80 or above 18 week course no more than 2 absences; 9 weeks no more than 1 absences. Grades 78 or above 18 week no more than 1 absences and 9 week course no absences.

In determining eligibility for exemptions from final examinations, the following general qualification shall apply:

1. In calculating absences (for the purpose of determining exemptions from final examination), four tardies from a particular class shall constitute one absence.
2. During the school year, students who are assigned to ISS (In-School Suspension), or an Alternative Placement (AEP) for disciplinary reasons shall be ineligible for final examination exemptions for the semester(s) they are assigned to ISS or AEP.
3. Any student with not more than one (1) disciplinary referral per semester per class may be exempt.
4. Absences for school related reasons are not considered absences for final exam exemption purposes.
5. To retain exemption status, a student otherwise eligible for an exemption must report to the class on the day of the scheduled final examination.

Random Drug Testing: The random drug testing program shall apply to all District students in grades 7-12 who may choose to participate in a competitive extracurricular activity. Competitive extracurricular activity means a student extracurricular activity,

1. Which is sanctioned by the Texas University Interscholastic League; OR
2. Which otherwise has its own rules and requirements for participating students which do not apply to the student body as a whole, has a faculty sponsor or coach monitoring the students for compliance with various rules dictated by the clubs and activities, and, in relation to competition with other schools or districts, involves occasional off-campus travel and communal undress.

Facilities: Asbestos- The district works diligently to maintain in compliance with both federal and state laws governing asbestos in school buildings. A copy of the district's Asbestos Management Plan can be reviewed at the Energy and Environmental Management Department Offices located at 802 Gale. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at (956) 473-7937.

Fees: Materials that are part of the basic educational program are provided with state and local funds, and at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks as recommended by District supply lists 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 for the return of materials, supplies, or equipment
- Personal physical education and athletic equipment and apparel
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance
- Musical instrument and uniform maintenance, when uniforms and instruments are provided by the District
- Personal apparel, used in extracurricular activities, that becomes the property of the student
- Parking fees and student identification cards
- Fees for lost or damaged musical instruments
- Fees for lost, damaged or overdue library books
- Fees for lost or damaged textbooks
- Fees for lost or damaged district Mobile Learning (iPad, Chromebook, laptop, etc.)
- Fees for driver training courses, if offered
- Fees for optional course/s offered for credit that requires use of facilities not available on District premises. (Fees shall not be charged, however, if parents of at least 22 students request a transfer to another school in the District to take required curriculum courses, other than fine arts or career and technical education, not offered at the original school.)

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

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 does only passes one semester of a two-semester course. Please contact Sara Hernandez, who has been designated as the District's foster care liaison, at 473-6471 with any questions.

Fundraising: Outside organizations and/or parent groups occasionally may be permitted to conduct fundraising activities for approved school purposes. Prior approval must be obtained from the Principal at least 10 days before the event. Parent organizations must abide by the policies and procedures set forth in the UISD Parent Organization Guidelines. Student clubs must abide by the policies and procedures set forth in the Student Activity Funds Procedures Manual. Except as approved by the principal, fundraising is not permitted on school property.

Gang-Free Zones: Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes will be enhanced to the next high 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 1000 feet of any district-owned or leased property or campus playground.

Grades: An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with District's grading policy applicable to the grade, as determined by the Board of Trustees of the District.

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. The decision of the Board of Trustees is not subject to appeal, but an appeal related to the student's eligibility to participate in extracurricular activities under TEC § 33.081 is allowed.

Grade-Level Classification (Grades 9-12 Only): Students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
0 - 6.5	Grade 9 (Freshmen)
7 - 13.5	Grade 10 (Sophomore)
14 - 20.5	Grade 11 (Junior)
21 +	Grade 12 (Senior)

Grading Guidelines:

Report cards to Pre-K - K are computerized report cards which include basic student information, attendance information, and performance codes of 1-10. Each report card includes an area for student improvement.

Grades Pre-K - 12th Achievement is reported as a numerical grade. A computerized report card will be issued to every student. The report card includes basic student information, attendance information, numerical grades, and performance codes.

An area for comments is also available and may be used to individualize each report card.

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

In Grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100, based on course-level, grade-level standards (essential knowledge and skills) for the following subject areas: ELAR, language arts, reading, mathematics, science, and social studies.

(See EIE LOCAL)

A student in grades 6-8 shall be permitted to take summer school for remediation in no more than three of the following areas: language arts, reading, mathematics, science, and social studies.

Elementary grades: As a general practice, a student in pre-K or kindergarten shall not be retained. If retention is considered, it must be for academic purposes and shall require approval of the student's parent and the Curriculum and Instruction Grade Placement Committee.

Grades 1-5: In grades 1-5, promotion to the next grade level shall be based on a final grade of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in four of the following areas: language arts, reading, mathematics, science, and social studies. For English Learners (EL), the language arts grade shall be determined by averaging the English/Spanish language arts grade and the ESL grade only. Reading shall be a separate and independent grade for all students.

Changes in grade level classification shall be made at the beginning of the fall semester. Juniors who are graduation candidates must declare their intent to graduate early in the fall for purposes of class ranking and all other senior activities. (See EIE LOCAL).

Each campus in the District shall ensure that each student, other than a student with disabilities whose individual education plan (IEP) provides for alternative achievement standards, demonstrates mastery of the essential knowledge and skills adopted by the State Board. Promotion standards or grade level classification of special education students shall be determined by the ARD committee as appropriate.

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments. (See EHBE)

The District recognizes that the retaining of students is not an effective strategy. Therefore, the District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal of eliminating the practice of retaining students. (See EHBC)

For example, students who are not enrolled in a Texas public school or charter school between January 1 and April 15 of the School Success Initiative (SSI) year, but who enroll before the end of the school year, are subject to all of the grade advancement requirements under SSI, except for the automatic retention component. This also applies to students who are enrolled anytime between January 1 and April 15 of the SSI year, but who are not eligible for enrollment on the day the test is given. However, if a student has been enrolled in a Texas public or charter school on any day between January 1 and April 15 and the student was eligible to be enrolled during the week of the test date, the student is subject to all the requirements of the SSI, including the automatic retention component.

In addition, at certain grade levels, a student will be required to pass the State of Texas Assessments of Academic Readiness (STAAR).

Students who do not perform satisfactorily will have opportunities to participate in special instructional programs designed to help them improve their performance. The student may be required to participate in this instruction before, during, or after normal school hours or outside of the normal school year.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment.

- In order to be promoted to grade 6, students enrolled in grade 5 must have performed satisfactorily on the Mathematics and Reading sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the Mathematics and Reading sections of the grade 8 assessments in English.

If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. For further information, see Board policies at EHBC, EI, and EIE.

Certain students—some with disabilities and some qualifying English Learners (EL) asylees or refugees—may be eligible for exemptions, special provisions and/or accommodations. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, counselor, or Bilingual/ESL education director.

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

A Middle School Personal Graduation Plan (PGP) will be prepared for each student enrolled in middle school 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 nine. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals; include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies; address the parent's educational expectations for the student; outline an intensive instruction program for the student; and provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee. (See policy EIF.)

High School Personal Graduation Plan (PGP): A principal of a high school shall designate a school counselor, teacher, or school administrator to review PGP options with each student entering grade 9 together with the student's parent or guardian. The PGP options reviewed must include the distinguished level of achievement and endorsements.

Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that: (1) Promotes college and workforce readiness and career placement and advancement; and (2) Facilitates the student's transition from secondary to postsecondary education. Please also review TEA's Graduation Toolkit, available here: <http://tea.texas.gov/communications/brochures.aspx>

Report Cards, Progress Reports and Conferences: Conferences may be requested by a teacher or parent as needed. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent should schedule a conference with the teacher of that class or subject. Communication may be in the form of:

- | | |
|-----------------------|--------------------|
| a) Parent conferences | c) Telephone calls |
| b) Open house | d) Teacher notes |

In addition, progress reports for all students will be sent to parents every three weeks. Official report cards will be issued every six weeks for elementary and middle schools and every nine weeks at the high school level. The District may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. 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.

The District shall record the average numerical grades in the student permanent record file for first through twelfth grade students. The actual grades earned by the student will be recorded in the grade book and averaged. The grade shall reflect the student's relative mastery of an assignment.

- Grade penalties will not be imposed for projects requiring the purchase of additional textbooks or materials.
- The grade for make-up work after an excused absence shall not be reduced.
- The grade for make-up work after an unexcused absence shall be reduced by 30%. (See EIA Policy)
- The grade for make-up work after a suspension shall not be reduced. (See EIA Policy)

Re-teach and Reassess for Mastery: UISD utilizes ongoing mastery assessment to determine which students are in need of remediation (re-teaching). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will assist to determine which students are not mastering instructional objectives.

- Teachers will monitor and identify students who need re-teaching.
- Teachers will provide interventions, including but not limited to, re-teaching as necessary.
- Benchmark tests, **District Checkpoints**, and Curriculum Based Assessment (CBA) are excluded from retesting. (See EIA Local)

- Reevaluation format may include, but is not limited to, oral examination, special assignment or a formal test.
- A student enrolled in UISD schools should be afforded the opportunity to retest on a summative test, examination, and/or project in any course he/she is taking after complying with teacher provided reteaching/interventions.
- To take a retest for any summative test, exam, and/or project, a student must have made full and reasonable efforts to complete assignments.
- A student may be required to provide documentation that he/she has made full and reasonable efforts to complete assignments and/or that extenuating circumstances made it impossible for him/her to do so.
- The teacher shall determine what additional re-teaching sessions a student must attend or what independent practice or other assignments a student must complete before being permitted to retest.
- A student must retest within five (5) days following the original test, except under extenuating circumstances as determined by the teacher and/or a designated campus administrator.
- A student may not raise his/her score higher than a seventy (70) after retesting regardless of the grades on his/her original test or retest.
- It is at the teacher's discretion whether a re-test is necessary and/or whether it should be granted.
- A student may not be retested more than once for any given original test.
- All other questions: follow grading guidelines
- Consistent and firm standards will be enforced regarding retesting decisions. When questions arise, the principal may call a committee including the student, his/her representative, the designated counselor, the teacher and a designated administrator for input before the final decision is reached.

The following provisions shall apply to students in the graduating classes of 2020 and 2021. The District shall categorize and weight courses as Tier 1, Tier 2, and Tier 3 as per EIC Local Policy.

- TIER 1 courses are eligible AP and dual credit courses designated in the course catalog shall be categorized and weighted as Tier 1 courses.
- TIER 2 courses are eligible Pre-AP courses and other locally identified weighted courses designated in the course catalog shall be categorized and weighted as Tier 2 courses.
- TIER 3 courses all other eligible courses identified in the course catalog shall be designated as Tier 3 courses.

The District shall convert semester grades to grade points and shall calculate a weighted GPA in accordance with the following chart:

Grade	Tier 1 Courses	Tier 2 Courses	Tier 3 Courses
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
<70	0	0	0

The following provisions shall apply to students beginning with the graduating class of 2022 and thereafter. Weighted Grade System- The District shall categorize and weight eligible courses as Tier 1 and Tier 2 in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

- Tier 1 Eligible AP courses, dual credit courses completed in the District, Pre-AP, **Advanced** courses, and locally designated **weighted** courses shall be categorized and weighted as Tier 1 courses.
- Tier 2 All other eligible courses, including dual credit courses not completed in the District, shall be categorized and weighted as Tier 2 courses.

Weighted Numerical Grade Average-The District shall assign weights to semester grades earned in eligible courses and calculate a cumulative weighted average in accordance with the following:

Category	Weight
AP test score of at least 3 for a corresponding AP course with final course grade of at least 70	Plus 5
Tier 1 Eligible AP and dual courses designated in the course catalog with a final course grade of at least a 70	Plus 10
Tier 2 Regular courses	Plus 0

The District shall record unweighted numerical grades on student transcripts and report cards.

Honor Graduates-Beginning with students in the graduating class of 2022 and thereafter, the District shall recognize as an honor graduate each student who has completed the Foundation High School Program with the distinguished level of achievement and one endorsement and has an overall weighted numerical grade average of at least 90.

Honor graduates shall be recognized in accordance with the following:

Recognition	Weighted Numerical Grade Average
Summa cum laude	At least 100
Magna cum laude	95-99
Cum laude	90-94

Graduation

Graduation Requirements for a Diploma: To receive a high school diploma from the District and participate in graduation ceremonies, a student must successfully complete the required number of state and District required credits and pass statewide exit-level exams. Students will be required, with limited exceptions and regardless of graduation program, to successfully complete 5 End of Course (EOC) exams in order to graduate. The STAAR assessments will be administered in Algebra I, Biology, English I, English II, and U. S. History.

Students entering ninth grade in 2011-2012 and thereafter will be required to successfully complete 5 End of Course (EOC) exams in order to graduate. The STAAR assessments will be administered in Algebra I, Biology, English I, English II, 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.

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 (IGC), formed in accordance with state law, unanimously determines that the student is eligible to graduate.

Graduation Requirements for Students who Entered 9th Grade in 2014 and Thereafter: Students who entered 9th grade in 2014-2015 and thereafter will be placed on the Foundation High School Program and the curriculum requirements for at least one endorsement and the Distinguished Level of Achievement distinction. The Distinguished Level of Achievement reflects the completion of an endorsement and Algebra II as one of the required advanced mathematics credits. DLA is also required to qualify for automatic college admission under the state's top 10 percent provisions.

Four Year/Personal Graduation Plans for Students Under the Foundation Graduation Program: On entering ninth grade, students must indicate in writing an endorsement that the student intends to earn. This takes place during the student's 8th grade year. Each 8th grader is provided with a Four-Year Personal Graduation Plan (PGP) in which they select their endorsement and career pathway. If the 1st endorsement choice is not available then the 2nd or 3rd choice endorsement listed on the PGP plan will be considered in order of preference and availability. The student, parent and counselor must sign this Four-year/PGP form acknowledging selection of the endorsement. A student may amend his or her PGP after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

The following five endorsements will be offered at each high school: Science, Technology, Engineering and Math (STEM), Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies. (EIF Local). A student may earn an endorsement by successfully completing:

- Curriculum requirements for the endorsement
- Four credits in science
- Four credits in mathematics

Performance Acknowledgements: The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments. A student may earn a performance acknowledgement on the student's transcript for outstanding performance:

- In a dual credit course
- In bilingualism and biliteracy
- On an AP test
- On the PSAT, the ACT-PLAN, the SAT, or the ACT

- Or for earning a nationally or internationally recognized business or industry certification or license

Graduation Plans for Incoming Freshmen 2014-2015 and Thereafter

Foundation High School Plan 26 Credits (EIF) Local	Foundation High School Plan with Endorsements 30 Credits (EIF) Local	Distinguished Level of Achievement with Endorsements 30 Credits (EIF) Local
4 English - English I, II, III and IV	4 English - English I, II, III & IV	4 English- English I, II, III & IV
3 Mathematics - Algebra I, Geometry and an additional Math course	4 Mathematics - Algebra I, Geometry, Math Models or Algebra II & an additional Math course	4 Mathematics - Algebra I, Geometry, Algebra II, and an additional Math course
3 Science - Biology, IPC or Chemistry and an additional Science course	4 Science - Biology, IPC or Chemistry, Chemistry or Physics and an additional science course	4 Science- Biology, IPC or Chemistry, Chemistry or Physics and an additional Science course
4 Social Studies - World Geography, World History, U.S. History, U.S. Government (.5 credit), and Economics (.5 credit)	4 Social Studies- World Geography, World History, U.S. History, U.S. Government (.5 credit), and Economics (.5 credit)	4 Social Studies - World Geography, World History, U.S. History, U.S. Government (.5 credit), and Economics (.5 credit)
2 Languages other than English	2 Languages other than English	2 Languages other than English
1 Physical Education or substitution	1 Physical Education or substitution	1 Physical Education or substitution
1 Fine Arts	1 Fine Arts	1 Fine Arts
1 Technology Application - BIM I	1 Technology Application - BIM I	1 Technology Application - BIM I
.5 Health	.5 Health	.5 Health
.5 Communication Application - Speech	.5 Communication Application - Speech	.5 Communication Application - Speech
6 Electives	8 Electives	8 Electives
Students may opt to Foundation-only after completing sophomore year	Electives must be specific to at least one endorsement	Electives must be specific to at least one endorsement

Foundation + Endorsement + Algebra II = Distinguished Level of Achievement

The **Foundation High School Program with** Distinguished Level of Achievement is the default plan for students at UISD in order to achieve the maximum post-secondary college and/or career readiness. * **The Distinguished Level of Achievement distinction** must be earned to be eligible for "Top 10%" of the class and qualify for automatic college admission.

Endorsements:

STEM (Science, Technology, Engineering, and Math)	Business & Industry	Public Service	Arts & Humanities	Multidisciplinary Studies
Engineering Math Science	Administrative & Information Support Agricultural Mechanics Automotive Technology# AV Technology & Film Computer Networking# Culinary Finance Graphic Design# Oil & Gas Production# Refrigeration# Tax Accounting Web Digital Media	Education Health Professions # Law Enforcement Junior ROTC	Art LOTE (Languages other than English) Social Studies Music Theatre Arts	Foundation Subject Area Advanced Placement
State Assessment Required for Graduation English I English II Biology U.S. History Algebra I		Performance Acknowledgements Outstanding performance: Dual credit courses, bilingualism, or biliteracy, AP or PSAT, SAT, ACT-Plan, or ACT. Certification/Licensure: recognized nationally or internationally by business or industry or a Texas State agency.		

This endorsement is limited due to specialized course offerings.

Certificate of Attendance: A student who has attended high school for four years and is a student receiving special education services who has not completed the student's Individualized Education Program (IEP) may receive a certificate of attendance and will be allowed to participate in the graduation ceremony with students receiving diplomas. Contact the school principal or counselor to receive specific information and assistance. A student may participate in only one graduation ceremony. This does not preclude a student from receiving a diploma (SB 673).

Certificates of Coursework Completion: A certificate of coursework completion will not be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level examinations, and they will not be able to participate in any graduation ceremonies.

Graduation Credits Earned in Middle School: Qualified students may enroll in Algebra I Pre-AP in place of 8th grade Math. Algebra I Pre-AP will be awarded for high school credit if the student successfully passes the course with a 70 or better. The grade received will be calculated in their high school **unweighted** weighted average (WA) **score** as a Tier 1 course.

8th Grade Algebra I Pre-AP Guidelines: All eighth-grade students enrolled in Pre-AP Algebra I must meet an identified Scale Score set by the Middle School Curriculum and Instruction Department. **Students who meet the criteria will be enrolled in Mathematics - Algebra I Prep for 3 weeks at the beginning of the school year to meet prerequisite course requirements for Algebra I.**

Graduation Activities: The District has the right to limit a student's participation in graduation activities for violating the District's Code. Participation might include a speaking role, as established by District policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, or any other speaking role, a student shall not have engaged in any misconduct in violation of the District's Code resulting in removal to a DAEP for more than 15 days, or expulsion during any semester of a student's graduating year. The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the District's Code resulting in an Out-of-School Suspension, removal to a DAEP for more than 15 days, or expulsion during any semester of a student's graduating year.

Any student placed in a DAEP or JJAEP for more than 15 days **during the 9th, 10th, 11th, or 12th grade** for committing an offense involving Academic Dishonesty (See Glossary) shall not be given a speaking role or recognized for any academic achievement, including but not limited to valedictorian, salutatorian, or top 10 in the class, at graduation ceremonies.

Please refer to the UISD Student Code of Conduct for more information regarding **Graduating Juniors/Seniors in Disciplinary Alternative Education Programs or Graduating Juniors/Seniors in a JJAEP** at the time of graduation.

Graduation Expenses: Because you and your child will incur expenses in order to participate in the traditions of graduation, such as the purchase of invitations, senior ring, cap and gown, and senior picture, you and your child should monitor his or her progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Health-Related Matters

Illness/Communicable Disease

Student Illness: When your child is ill, please contact the school to let them know he or she will not 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. Once the nurse determines that the child should go home, the nurse will contact the parent. The Texas Administrative Code reflects the current protocols associated with exclusion from school, as well as a full list of conditions for which the school must exclude children. 25 TAC 97.132, 97.2(d), 97.7(a), FFAD (LEGAL) [http://texreg.sos.state.tx.us/public/readtac\\$ext TacPage?sl=R&app=9&p_dir=&p_rloc=&p_lloc=&p_ploc=&p_pg=1&p_tac=&ti=25&pr=1&ch=97&rl=7](http://texreg.sos.state.tx.us/public/readtac$ext TacPage?sl=R&app=9&p_dir=&p_rloc=&p_lloc=&p_ploc=&p_pg=1&p_tac=&ti=25&pr=1&ch=97&rl=7) (exclusion requirements); <http://www.dshs.state.tx.us/idcu/investigation/conditions/> (notifiable conditions).

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.

<p>AIDS/HIV Infection</p> <p>Amebiasis</p> <p>Campylobacteriosis</p> <p>Chicken pox (Varicella)</p> <p>Coronavirus (COVID 19)</p> <p>Cryptosporidiosis</p> <p>Diarrhea</p> <p>Escherichia coli (E. coli)</p> <p>Hepatitis A</p>	<p>Hepatitis B</p> <p>Measles (Rubeola)</p> <p>Meningococcal-Bacterial/Viral Infections</p> <p>Mumps</p> <p>Pertussis (Whooping Cough)</p> <p>Rubella (German Measles) †</p> <p>Salmonellosis, including typhoid fever</p> <p>Shigellosis</p>	<p>Shigellosis</p> <p>Tuberculosis infection</p> <p>Typhus</p>
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Further information may be found in policy FFAD

Emergency Procedures for Insect Bites or Allergic Reactions: United Independent School District will allow the school nurse to administer emergency injections to the student involved if there is a known hypersensitivity and the emergency kit is on campus. The child may give his/her own injection, in the absence of the nurse, if the student has been taught. Other campus personnel, previously identified as capable of giving injections, will give the emergency injection if the nurse is absent and the child cannot give it to him/her self. The school nurse will follow physician orders received for each student and administer emergency medications as written. In the event of a student/staff member experiencing severe allergic reaction identified by the following signs and symptoms: presence of hives, respiratory distress, coughing, chest tightness, wheezing, facial swelling, nausea, vomiting, or loss of consciousness a trained staff member may administer a prescribed or stock Epi-Pen, according to the UISD Standing Order Policy signed by our UISD medical consultant. All campuses have emergency Epi-pens available for students and staff in case of a severe allergic reaction event.

Allergies/Anaphylaxis: The District requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the food, insect, animal or medication. It is important to disclose the food, insect, animal or medication to which the student is allergic to, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food or any type of allergy or as soon as possible after any diagnosis of a food or any other type of allergy. Forms are available in the campus nurses' offices. The District has developed and annually reviews the food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has a food, insect, animal, or medication 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 <http://web1.uisd.net/departments/student-support-services/facilities-construction-student-services/health-services>.

Automated External Defibrillators: Senate Bill 7 passed in the 80th legislation session requires each school to have a defibrillator on campus and an individual present who is trained to use the device. Beginning in 2007 selected school personnel and students will be trained in the proper use of an AED and administering cardiopulmonary resuscitation (CPR). Additionally, the State Board of Education will include instruction in CPR and AED as part of the essential knowledge and skills of the health curriculum. The district has at least one automated external defibrillator on each campus in the District. For more information regarding the equipment and rules regarding automated external defibrillators on school district campus, call the Health Services Department at (956) 473-6264.

HB 897 requires that districts provide cardiopulmonary resuscitation instruction for students in grades 7 through 12 at least once before graduation. This training may be waived if the student has a disability and is unable to perform the "psychomotor skills" or Hands on Only- "Family and Friends" CPR training. The District is a training site for the American Heart Association. In the past, only seniors received this "Hands on Only" CPR training. School nurses provide this training at their respective campuses to 7th - 12th grade students, including how to use an AED and how to provide abdominal thrust to save a choking victim. In addition, this "Hands on Only" will create a safety net among our youth. Students will be issued a certificate of attendance after completing the session.

House Bill 496 passed during the 86th legislative session and is an act relating to traumatic injury response protocol and the use of bleeding control stations in public schools. The district has placed bleeding control stations in easily accessible areas in each of the campuses. In addition, district staff have been trained by nursing staff using "The Stop the Bleed" instructional materials from the United States Department of Defense with the authorization from the American College of Surgeons. The staff mandated by the state will receive training yearly as well as the selected students 7th - 12th grade will receive and awareness training including hands on training on how to stop a bleed.

The current devastating events having to do with gun violence in our schools and communities will be providing an awareness training for our staff and students on how to stop a bleed.

House Bill 3884 is an ACT passed during the 86th legislation that requires school districts to provide information about Bacterial Meningitis provided by the Department of State and Health Services:

WHAT IS MENINGITIS?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

Bacterial meningitis can be caused by multiple organisms. Two common types are *Streptococcus pneumoniae*, with over 80 serogroups that can cause illness, and *Neisseria meningitidis*, with five serogroups that most commonly cause meningitis.

WHAT ARE THE SYMPTOMS?

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

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

HOW SERIOUS IS BACTERIAL MENINGITIS?

If it is diagnosed early and treated promptly, most people make a complete recovery. If left untreated or treatment is delayed, bacterial meningitis can be fatal, or a person may be left with 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 simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes) or when people cough or sneeze without covering their mouth and nose.

The bacteria do not cause meningitis in most people. Instead, most people become carriers of the bacteria 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?

Vaccination

Bacterial meningitis caused by *Streptococcus pneumoniae* and *Neisseria meningitidis* may be prevented through vaccination. The vaccine which protects against *Streptococcus pneumoniae* is called pneumococcal conjugate vaccine or PCV. This vaccine is recommended by the Advisory Council on Immunization Practices (ACIP) for children in the first year of life. *Neisseria meningitidis* is prevented through two types of vaccines. The first is a meningococcal conjugate vaccine which protects against four serogroups A, C, W, and Y and is referred to as MCV4. The second is a vaccine against *Neisseria meningitidis* serogroup B and is referred to as MenB.

The ACIP recommends MCV4 for children at age 11-12 years, with a booster dose at 16-18 years. In Texas, one dose of MCV4 given at or after age 11 years is required for children in 7th-12th grades. One dose of MCV4 received in the previous five years is required in Texas for those under the age of 22 years and enrolling in college. Teens and young adults (16-23 years of age) may be vaccinated with MenB. This vaccine is not required for school or college enrollment in Texas.

Vaccines to protect against bacterial meningitis are safe and effective. Common side effects include redness and pain at the injection site lasting up to two days. Immunity develops about 1-2 weeks after the vaccines are given and lasts for five years to life depending on vaccine.

Healthy Habits

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Wash your hands. Limit the number of persons you kiss. Cover your mouth and nose when you sneeze or cough. Maintaining healthy habits, like getting plenty of rest and not having close contact with people who are sick, also helps.

WHO IS AT RISK FOR BACTERIAL MENINGITIS?

Certain groups are at increased risk for bacterial meningitis caused by *Neisseria meningitidis*. These risk factors include HIV infection, travel to places where meningococcal disease is common (such as certain countries in Africa and in Saudi Arabia), and college students living in a dormitory. Other risk factors include having a previous viral infection, living in a crowded household, or having an underlying chronic illness.

Children ages 11-15 years have the second highest rate of death from bacterial meningitis caused by *Neisseria meningitidis*. Also, children ages 16-23 years have the second highest rates of disease caused by *Neisseria meningitidis*.

WHAT YOU SHOULD DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

Seek prompt medical attention.

FOR 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 infectious diseases. You may also call your family doctor or local health department office to ask about meningococcal vaccine.

Additional Resources

Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/meningitis/index.html> Texas Department of State Health Services (DSHS): Immunization Unit: <https://www.dshs.texas.gov/immunize/PreteenVaccines.aspx> Infectious Disease Control: <https://dshs.texas.gov/IDCU/disease/meningitis/Meningitis.aspx>

Bacterial Meningitis: State law requires the District to provide information about bacterial meningitis.

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

What are the symptoms? Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

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

How is bacterial meningitis spread? Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented? Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis? You should seek prompt medical attention.

Where can you get more information? Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>. Please note that the DSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7-12, and state guidelines recommend this vaccination be administered between ages 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Care of Students with Diabetes: Diabetes is the second most common chronic disease that impairs the body's ability to use food for energy. It is one of the most common chronic diseases in school age children, affecting 1 in every 400 children under 20 years of age. HB 984 passed in the 79th legislative session requires schools in Texas to provide consistency for the care of students with diabetes. It provides for full participation of the educational team to facilitate the collaboration and relationships needed to ensure the health and safety of students with diabetes.

HB 984 requires that at each school in which a student with diabetes is enrolled, the principal shall seek school employees, who are not health care professionals, to serve as Unlicensed Diabetes Care Assistants (UDCA), who will be trained to care for students with diabetes in the unavailability of the school nurse. A written prescription, from a diabetic student's physician licensed to practice within the State of Texas, is required for the daily and urgent management of care, including the authorization for self-care. A written consent from the parent is required to authorize the trained UDCA to care for the student with diabetes. It requires a collaborative effort between the

student, parent, physician, teacher and school nurse to develop a student's Individual Health Plan. This includes the routine treatment and care that will be available for the student as well as, emergency interventions that will be provided to the student and implemented by all staff including the UDCAs.

Through the UISD Health Services Department, a three-level thorough training and annual retraining program has been developed for the unlicensed personnel (UDCA designee at each campus), and is conducted yearly to provide information and the necessary skills to manage and provide daily and urgent care as indicated in the student's individual's health plan. If you would like your child to receive assistance or support to manage diabetes as they assume increasing responsibility and independence for their disease management and to maintain wellness and prevent or delay complications, please provide the campus principal or school nurse with the needed written prescription plan from their physician.

Dietary Supplements Containing Performance Enhancing Compounds: A District employee is prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's District duties. In addition, an employee is prohibited by state law from knowingly endorsing or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance-enhancing compounds by a primary or secondary education student with whom the employee has contact as part of the employee's school district duties. A person who violates this section commits an offense. An offense under this section is a Class C misdemeanor.

However, this section does not prohibit a District employee from providing or endorsing the use of these items by the employee's child; or the selling, marketing, or distributing of the items to a primary or secondary education student, as part of activities that do not occur on school property or at a school-related function. They are entirely separate from any aspect of the employee's employment with the District; and do not in any way involve information about or contacts with students that the employee has had access to, directly or indirectly, through any aspect of the employee's employment with the District. "Dietary supplement" has the meaning assigned by 21 U.S.C.—Section 321 and its subsequent amendments.

"Performance enhancing compound" means a manufactured product for oral ingestion, intranasal application, or inhalation that contains a stimulant, amino acid, hormone precursor, herb or other botanical, or any other substance other than an essential vitamin or mineral; and is intended to increase athletic or intellectual performance, promote muscle growth, or increase an individual's endurance or capacity for exercise.

Emergency Medical Treatment: If a student should have a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on written parental consent to obtain emergency medical treatment and information about allergies to medications and/or preexisting medical conditions. Therefore, parents are being asked to complete a Student Medical History via online. **It is the responsibility of the parents/guardians to keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.).** In addition, we are encouraging all parents that have medical concerns for their children to visit with their campus nurse. **It is very important to keep open communication with your school nurse to ensure your children receive the best medical/nursing care in the school setting. Medical emergencies that require an ambulance to be activated are the sole responsibility of the parent.**

Energy Drinks and Other Similar Foods and Beverages: The risks and benefits of the consumption of products that may qualify as a dietary supplement containing performance enhancing compounds by children remains a personal parental decision. **Individual campus administrators may elect to prohibit items such as energy drinks from school campuses and/or from being provided by parents to their own child at campus during the school day.**

Illness/Communicable Diseases: Students are expected to be free of fever (temperatures less than 100 degrees) and free of communicable diseases in order to attend school. Parents/guardians shall pick up their child as soon as possible if the child develops a fever (temperature greater than 100 degrees) at school. Parents/guardians are encouraged to keep their child home until the child is fever-free for 24 hours without anti-fever medication. This minimizes the spread of potentially contagious illnesses at school and encourages adequate rest and recuperation before the student returns to school.

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 child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return. Senate Bill 1566 took effect on September 1, 2017, and thus, reason for sending notices to parents of elementary students that are in the same classroom of a student found to have head lice. This notice will be sent no later than 5 days after finding a student with head lice in the same classroom. Notices will only be provided to parents of elementary school students in the affected classroom. More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtml>.

Immunization: A student must be fully immunized against certain preventable diseases or must present, a statement for medical reasons from the child's physician or an affidavit for reasons of conscience, including a religious belief, indicating the vaccines the student will not be immunized against. For exemptions based on reasons of conscience and religious beliefs, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by

writing to the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Affidavits will be presented at the time of registration, or child will not be allowed to attend school. Medical exemptions are only good for one year and the affidavit must be renewed every two years. The immunizations required are diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. As a courtesy, parents/guardian will be notified at least one month prior to any immunization due dates before the student is not allowed to return to the school setting.

Note that a child who is pregnant or who is a parent and has custody of the child can consent to his or her own immunizations. If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition. As noted, entering college students must provide 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 on or-off campus may be subject to this requirement. [For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

Access the District website www.uisd.net and click on Health Services Department tab for information regarding the following:

1. Immunizations required for admissions to public school;
2. Any immunizations or vaccines recommended for public school students by the Department of State Health Services;
3. List of Health clinics available to the District that offer the influenza vaccines; and
4. A link to the Department of State Health Services Internet website.
5. TB policy for 1st time entrants to our district and returning students who have been out of district for 5 years or more

Medicine at School: 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, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request **and doctor's order.**
- 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 **and prescribed by a doctor.**

A student who must take prescription medicine during school hours must have a written prescription ordered by a physician licensed to practice in the state of Texas. A signed request from their parent/guardian must also be on file in the campus nurse's office. **The campus nurse may contact the ordering physician for order clarification if needed.**

The prescribed **or nonprescription** medication must be taken to the campus nurse or principal designee by the parent/guardian or another responsible adult in its original, **properly labeled container.** All medication refills will be documented on the student's daily log for medication administration. The nurse or principal designee will give the medication to the student at the proper time. For the safety and protection of all students, medication will not be sent home with the student. When the period for administering the medication expires, the parent, legal guardian, or other responsible adult must pick up the medication.

No medication prescription or non-prescription may be carried by a student on his or her person. If a student must carry self-administered medication due to any pre-existing medical condition, documentation on the Self-Administration Medication Release Form (which includes parent/guardian signature and a physician's order) must be in place with the campus nurse prior to bringing the medication on campus. **No control substances will be allowed to be self-administered per district policy School district personnel will not be responsible for safeguarding or monitoring self-administered medication.**

Authorized District employees may administer nonprescription medications provided by the parent/guardian **under the same provisions as for prescription medications as explained above.** For further information, see Board Policy FFAC (LEGAL) and FFAC (LOCAL).

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

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

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

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

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

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

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

Physical Examinations/Health Screenings: All students entering UISD schools for the first time in any grade shall follow the District's policy to ensure a healthy and safe environment by preventing the spread of communicable disease and reducing the exposure of tuberculosis disease. A TB screening test will be conducted if necessary. The policy and procedure for screening has not changed from the state guidelines. Still the District, in collaboration with the City of Laredo Health Department, is being proactive by screening 1st time entrants into the District, as well as those that have not received a TB screening test in more than five years. The parent/guardian shall complete the Texas Department of State Health Services TB Questionnaire. Depending on their responses, the parent/guardian may be asked to provide evidence of having received a recent tuberculosis skin test. Students coming from Mexico or any other country will have to wait the 48 hours to have the TB test read before registering.

Students found to have a positive tuberculin reaction at time of enrollment shall be evaluated by a physician licensed to practice in the State of Texas, or provide documentation of a prior evaluation by a physician, for determination of any need for medical therapy, or future medical evaluations. The physicians's recommendation shall be followed and kept as a confidential part of the student's school medical record.

Parents of students identified through any screening programs as needing treatment or future examination shall be advised of the need, and referred to appropriate health agencies or a private physician. The District may provide additional screenings as District and community resources permit. Any student that needs to be kept out of physical education for more than 3 days will require a medical note from their physician or parent. The school may require a medical note from a physician for frequent or long-term requests for a student to be kept out of physical education. It is of the utmost importance that school children participate in physical activity to ensure their optimal health and wellbeing.

Students desiring to participate in the UIL athletic and marching band competition shall annually submit a statement from a health care provider, as outlined in UIL rules, indicating that the student has been examined and is physically able to participate in the program.

In addition, high school cheerleading and dance team members shall be required to submit a statement from a health care provider, as outlined in UIL rules, indicating that the student has been examined and is physically able to participate in these activities. For further information, see Board Policy FFAA (LOCAL).

Physical Fitness Assessment (Grades 3-12): Annually, the District will **conduct** a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to Roberto Cruz, Director for Athletics to obtain the results of his/her child's physical fitness assessment conducted during the school year.

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. [For further information, see policy FFAC.]

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 an appropriate medical practitioner evaluate a student.

English Learners (All Grade Levels): A student who is an English 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 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.

Homeless Students – Services: Please check the campus website for information related to services available in the area that can help families who are experiencing homelessness. For more information on services for homeless students, contact: Sara Hernandez, Liaison for McKinney-Vento students, (956)473-6471 or Rebecca Morales Executive Director for Federal and State Programs at (956)473-6259.

McKinney-Vento children will be provided flexibility regarding certain District provisions, including:

- Proof of residency requirements;
- Immunization requirements and TB tests;
- 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.

Homework: Homework should provide a balanced representation of the types of work completed in the course. The District shall follow the *Instructional Grading & Reporting* procedures.

Library Media Center: The mission of **UISD** **United ISD and the 49** School Library Media Centers is for its students to become effective global learners and users of today's information resources in its varied formats. **District library media centers will** **To** promote information literacy in all its formats creating a "student-centered library media program that is based on three central ideas: collaboration, leadership and **information** technology." **The library media center will** **To** serve its community by enabling "students to achieve their potential and fully participate" in society as active information users and lifelong learners. **The library program will foster creativity by allowing users to produce new information and create products and presentations that communicate ideas efficiently and effectively.** **Information Power, ID-12** **To** enable users to create new content by navigating multiple electronic platforms of digital resources successfully and in an ethical manner.

As supporting **To** support the UISD school curriculum, the District's library media centers will provide for a thriving learning environment that stimulates the intellect. **The District's library media program provides** **To** provide resources and activities that supply all user groups with information access in an expedient and equitable manner. **The School Library Programs Standards and Guidelines for Texas** <http://www.tsl.state.tx.us/ld/schoollibs/sls/index.html> serve as a guide in the development of library media centers and for the planning of effective student-centered library instruction.

To provide on-site and remote access of the UISD Library Online Catalog **is available** to all patrons by logging on to <http://www.uisd.net>. Please contact your school library media specialist to learn more about the services, library hours, **computer device requirements** and programs at your school campus. **Please contact your school library media specialist to learn more about the services.**

Make-Up Work

- | | |
|-------------------|--|
| Excused Absence | Students will be allowed to make up work missed due to any excused absence. The time allotted will be equal to one day per each day of absence. For example, a student absent for five (5) days will be allotted 5 days to complete the missed assignment. It is the student's responsibility to inquire about work missed during the absence. (The teacher is encouraged to use his/her discretion in allotting additional time for extenuating circumstances.) |
| Unexcused Absence | Make-up work/tests after an unexcused absence shall receive a maximum grade of 70. [EIA (Local)]. The time allotted will be equal to a one day per each day of absence. |

The grade for make-up work after a suspension shall not be reduced.

In the event of a student's absence during the final exam, the student and/or parent must provide a doctor's excuse or other appropriate documentation of extenuating circumstances—major illnesses/catastrophic situations/death in the family, etc.—which must be verified by the campus principal before the student is permitted to take the final exam.

Please follow District Policy regarding homework.

- Late assignments/projects will be penalized, 10 points per day for up 3 instructional days. After the third day, students may receive a zero. After the third day, assignments will not be accepted.
- Students shall make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.
- A student will be permitted 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. Documentation of extenuating circumstances shall be provided to the campus principal.

Meetings of Non-curriculum-Related Groups: Students are permitted to meet with non-curriculum-related groups during the hours designated by the principal before and after school. These groups must comply with the requirements in policy FNAB.

Messages/Deliveries to Students: Messages to the classroom or to call students to the office can only be made for emergencies. Campus administration will have the responsibility for determining what an emergency is. Such requests will be made through the campus administration.

Pest Control Information: 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, including a variety of non-chemical control measures, pesticides may be necessary to maintain adequate pest control. 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. All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the school principal.

Physical Activity for Students in Elementary and Middle School: The District will make available for public inspection a statement of the policy adopted to ensure that students in elementary grades engage in at least 30 minutes of moderate to vigorous physical activity per day (or 135 minutes per week) and students in grades 6-8 engage in 4 out of 6 semesters of moderate to vigorous physical activity, along with other information. For additional information on the District's requirements and programs regarding elementary, middle and high school student physical activity requirements, please see the principal.

Pregnancy, Education, and Parenting (P.E.P.) Program: The mission of the Pregnancy, Education, and Parenting (P.E.P.) Program is to enable school-age parents, through education, to become self-sufficient, responsible, job-oriented citizens. The Program's goal is to reduce the number of students who drop out of school due to pregnancy and/or parenthood and to recover young parents who are 21 years old or younger to the educational system. Program components include:

- Individual counseling, peer counseling, and self-help programs
- Career counseling and job-readiness training
- Child care for the students' children at a child care facility in close proximity to the campus
- Transportation for children of students to the child care facility
- Transportation for students, as appropriate, to and from the campus or child care facility
- Instruction related to knowledge and skills in child development, parenting, and home and family living; and
- Assistance to students in the program in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs

Pregnancy Related Services (P.R.S.) are Support Services, including Compensatory Education Home Instruction (C.E.H.I.) which a pregnant student may receive during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and stay in school. These services are delivered to the student when:

- the student is pregnant and attending classes on a District campus;
- the pregnancy prenatal period prevents the student from attending classes on a District campus; and
- the pregnancy postpartum period prevents the student from attending classes on a District campus.

Any pregnant and/or parenting student (teen fathers are encouraged to enroll) who is enrolled in the United Independent School District and wants to earn his/her high school diploma is eligible. For more information please contact your school counselor or the P.E.P. office, 4001 Ave. Los Presidentes, Laredo, Texas 78046 at (956) 473-6510.

Published Materials or Documents – Distribution

School Materials: Publications prepared by and for the school require prior approval by the principal, sponsor or teacher before they may be posted or distributed. Such items may include school posters, brochures, flyers, murals, yearbooks, etc. All school publications are under the supervision of the teacher, sponsor, and principal. (See FMA LOCAL).

Non-school Materials: Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a nonstudent without the prior approval of the principal. Materials displayed without authorization will be removed. If the material is not approved within two school days of the time it was submitted to the principal, it should be considered disapproved. Any student who posts material without prior approval will be subject to disciplinary action.

Disapprovals may be appealed by submitting the disapproved material to the Associate Superintendent for Instruction; materials not approved within three days are considered disapproved. This disapproval may be appealed to the Superintendent in accordance with policy FMA(Local). Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without this approval will be removed.

Safety

Accident Insurance: Under state law, the District cannot pay for medical expenses associated with a student's injury.

Insurance for Career and Technical Education (CTE) Programs: If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the District's CTE programs, the District will notify the affected students and parents.

Accident Prevention: Student safety on campus or at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students are expected to:

- Avoid conduct that is likely to put them or other students or staff at risk.
- Follow the behavioral standards of 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 and promptly report any safety hazards to a teacher or the principal, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and procedures.
- Follow immediately the instructions of teachers, bus drivers, or other District employees who are overseeing the welfare of students.

Drills: Fire, Lockdown, Tornado, and other Emergency Procedures : UISD uses the Standard Response Protocol - Extended (SRPx). The SRPx is based on these five actions. LOCKOUT, LOCKDOWN, EVACUATE, SHELTER and HOLD. In the event of an emergency, the action will be called out on the school's PA System. (Visit: <https://txssc.txstate.edu/tools/srp-toolkit> for additional information.) Students, teachers, and other District employees must participate in emergency procedure drills throughout the school year. When the command is given or alarm is sounded, students and staff members need to respond promptly, and in an orderly manner to the action.

Scholarships and Grants: For information, see the counselor.

School Health Advisory Council: During the preceding school year, the district's School Health Advisory Council (SHAC) held (3) three meetings due to school closure. Additional information regarding the district's SHAC is available from the school principal.

Sexual Harassment and Sexual Abuse: The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, principal or designee, Rita Garner, Director of Employee Relations who serves as the District's Title IX coordinator in matters relating to employee-on-student harassment and/or discrimination or Annette Perez, Director for Student Relations/Discipline Management in matters relating to student-on-student harassment and/or discrimination.

To make a report of child sexual abuse, contact the Texas Department of Family and Protective Services at 1-800-252-5400 or <https://www.txabusehotline.org>. To obtain more information from the Texas Department of Family and Protective Services, such as recognizing signs of sexual abuse, please visit their website at <http://www.dfps.state.tx.us>.

The District shall provide child abuse anti-victimization programs in elementary and secondary schools (Education Code 38.004). The programs will address the likely warning signs of child sexual abuse; methods for preventing child sexual abuse; actions that a child who is a victim of child sexual abuse should take to obtain assistance and intervention; and available counseling options for students affected by sexual abuse. For more information regarding the District's child abuse anti-victimization programs or if a parent or student would like additional information, please contact Melissa Chapa Ramirez, Director of Guidance and Counseling, or the school counselor at the student's home campus.

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law (Family Code 261.101(a)). Any school official or professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the school official or professional first suspects abuse or neglect. A school official or professional may not delegate to or rely on another person to make the report. A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, and juvenile detention or correctional officers.

A person commits a class A misdemeanor if he or she has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect and knowingly fails to report it as provided by law. Family Code 261.109

Please view the District's board policies regarding child abuse and neglect contained in FFG (LEGAL) and FFG (EXHIBIT) at www.uisd.net.

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

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults

and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The following Web sites might help you become more aware of child sexual abuse:

- http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.
- <http://www.taasa.org/resources-2/>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml
- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <http://kidshealth.org/en/parents/child-abuse.html>

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

Steroids: State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. 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. A student participating in U.I.L. sanctioned activities will be required to participate in random testing for illegal steroid use in accordance with state law and rules. For more detailed information, contact the Athletic Director at (956)473-7104 or the UIL Web site at <http://www.uil.texas.org/health/steroid-information>.

Student Organization Elections and Offices: For further information, contact campus administration.

Student Speech Regarding Religion: The District will not treat a student's otherwise permissible voluntary expression of a religious viewpoint in any other manner than it treats the student's otherwise permissible expression on a secular or other viewpoint. The administration at each high school campus has information pertaining to the District's limited public forum policy governing voluntary religious expression.

Summer School--Other Than Extended Year Program: Summer School is offered at designated elementary, middle school sites on an alternating basis and at all high schools. Students meeting the criteria for summer school are invited to attend and shall be awarded credit for courses begun and successfully completed during the summer sessions adhering to the summer grading guidelines. Attendance and discipline are strictly in accordance with the Student Code of Conduct. Questions may be directed to the Executive Director for School Improvement at (956) 473-2142. For information on Extended School Year (ESY) services visit the Special Education Website at www.uisd.net.

TESTING (STANDARDIZED):

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.

STAAR End-of-Course (EOC) Assessments for Students in Grades 9–12: STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and **critical thinking skills** defined in the state-mandated curriculum, the **Texas Essential Knowledge and Skills** or TEKS. Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following five (5) courses: *Algebra I * Biology * United States History
* English I and English II

All EOC assessments can be administered on paper or online. Satisfactory performance on the applicable assessments will be required 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 time of the year outside normal school operations.

Normally, there will be 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.

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8: STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and **critical thinking skills** defined in the state-mandated curriculum, the TEKS. All grades/subjects of STAAR (English only) can be administered online. In addition to routine tests and other measures of achievement, students at certain grade levels will take the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law 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 special education programs if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP).

STAAR Alternate 2, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. This particular state assessment may have a different testing window than the general assessments.

TELPAS: Participation of English learners (ELs) in State Assessments requires language proficiency assessment committees (LPACs) to make assessment decisions on an individual student basis. This is in accordance with administrative procedures established by the Texas Education Agency (TEA) and in the Texas Administrative Code, Chapter 101, Subchapter AA, Commissioner's Rules TEPLAS. TELPAS is an assessment program for students in Texas public schools who are learning the English language. The letters in TELPAS stand for the Texas English Language Proficiency Assessment System. The Texas Education Agency developed TELPAS to meet state and federal requirements. Texas annually assesses the English language proficiency of students who have been identified as English learners (ELs) in four language domains—listening, speaking, reading, and writing. TELPAS evaluates the progress that each EL makes in becoming proficient in the use of academic English.

TELPAS ALT: According to the Every Student Succeeds Act (ESSA), the state is required to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general TELPAS assessment, even with allowable accommodations. TELPAS Alternate is not a traditional test in which students answer questions. The holistic inventory contains descriptions of behaviors, called observable behaviors, for test administrators to consider regarding each student's use of the English language in each of the four domains: listening, speaking, reading, and writing.

SAT/ACT (Scholastic Aptitude Test and American College Test): Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

TSI (Texas Success Initiative) Assessment: All public colleges and universities in Texas are required by law to assess the reading, mathematics and writing skills of incoming freshmen. The TSI assessment (TSIA) was designed to help Texas institutions evaluate a students' readiness for high-level coursework, and identify any areas where they may need additional academic support. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

The TSI Assessment must be taken before enrolling in any college-level coursework including dual credit courses. However, before a student can take the TSI Assessment, they must first take the TSI Pre-Assessment Activity. United ISD has TSIA testing centers at all middle and high school campuses. There is no cost for UISD students taking the TSIA at UISD testing centers.

The TSI requires that all students demonstrate a certain level of content mastery before entering college. If you are in high school, your scores on the TSI Assessment may also determine your eligibility for dual-credit courses. TSIA in Reading and Writing is required to qualify for the UISD Early Start Pathway which may begin as early as 9th grade. TSIA Reading is offered in the 8th grade. TSIA may be taken more than once based on campus TSIA testing schedule. NOTE: Once a student meets their TSIA requirements they must take a college level course in high school in order to maintain their TSIA passing status. If a student does not take a college level course in high school, he/she may be required to retake the TSIA before entering college.

TSIA may be waived for the HB 1 (English 1301, English 1302, English 2327, History 1302, and College Math) Program as per Laredo College's TSIA exemptions in place at the time of enrollment for students taking high school dual credit courses.

A student may be exempt from the requirement to take the TSI as a condition of enrollment in an institution of higher education, for the two-year period following the student's graduation from high school, if the student completes a college preparatory course under Texas Education Code section 28.014.

Information about Checkpoints and Curriculum Based Assessments (CBA's): Assessments are a form of communication for students, teachers, campuses, parents, the district, etc. They are designed to measure progress before, during, and after instruction with varying levels of depth and complexity. UISD has developed local assessments called Checkpoints and Curriculum Based Assessments (CBA's). These assessments use a variety of formats that are similar to the State of Texas Assessments of Academic Readiness (STAAR®) formats.

Checkpoints/CBA's are instruments that are used to help demonstrate the degree to which a student has mastered the intended curriculum. These assessments are used as part of an on-going, spiraling, data-driven process to guide adjustments to instruction, determine reteach/enrichment opportunities, and identify individual strengths and weaknesses. It is also important to note that these assessments are aligned with, and integrated with, the curriculum (scope and sequence).

Assessments are essential to achieve student and teacher accountability. They represent the learning process, as well as the learning outcome. Therefore, Checkpoints/CBA's will be administered in every Pre-K – 12th grade classroom in UISD. These assessments will be scored and graded. For more information, please see the UISD website for a copy of the program guide explaining the Checkpoints/CBA's, or contact your campus administrator.

Textbooks: State-approved textbooks are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report that fact to the teacher. Each student, or the student's parent/guardian, is responsible for each textbook not returned by the student, regardless of whether the textbook is lost, damaged or stolen. A student who fails to return all textbooks including electronic textbooks and all technological equipment in an acceptable condition forfeits the right to free textbooks until each textbook previously issued but not returned is paid for by the student, parent or guardian. The District shall allow the student to use textbooks at school during each school day but may not allow the student to take textbooks out of the classroom until each textbook previously issued but not returned is paid for by the student, parent/guardian. If a textbook is not returned in an acceptable condition or paid for, the District may withhold the student's academic records for out-of-District requests only. The District shall not prevent a student from graduating, participating in a graduation ceremony, or receiving a diploma for failure to return a textbook.

Tobacco and E-Cigarettes Prohibited: The District and its staff strictly enforce prohibitions against the use of tobacco products, electronic cigarettes, or any other vaporizing device by students and others on school property and at school-sponsored or school-related activities. [See the Student Code of Conduct and policy GKA.]

Vending Machines: The District has adopted and implemented the states 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 Child Nutrition. [See policies at CO and FFA.]

Visitors: Parents and other visitors 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 principal's office. All school visitors will be scanned into the Raptor system (using a valid Texas driver's license or Texas ID card). The visitor's first name, last name, and date of birth will be checked with the national registered sex offenders database. The designated staff member will issue a visitor's badge with the visitor's destination if there is no alert indicated in the database. If the visitor does not have acceptable photo identification available, the campus administrator on duty will be called to assess the situation. The visitor will return to the office to check out when they are leaving the campus. The designated staff person will check the visitor out of the system. No sex offenders will be allowed at any UISD campuses.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

Since visitors may serve as role models to students, all visitors must adhere to the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

The District may invite representatives from patriotic **public societies** listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Unauthorized Persons: In accordance with Texas Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer shall have the authority to refuse entry or eject a person from District property if the person refuses to leave peaceably on request and: (1) the person poses a substantial risk of harm to any person; or (2) 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 from District property may be filed in accordance with FNG(Local) or GF(Local), as appropriate.

Every Student Succeeds Act (ESSA)

PARENTS RIGHT TO KNOW: As a parent of a student at U.I.S.D., you have the right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide you with this information upon request. U.I.S.D. is committed to ensuring that our students receive a quality education. You have the right to request the following information about each of your child's classroom teachers:

- ✓ Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- ✓ Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- ✓ Whether the teacher is currently teaching in the field of discipline of his or her certification.
- ✓ Whether instructional assistants provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the campus principal.

APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/1210?filter=FFI>. Below is the text of United Independent School District’s policy FFI (LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)

Adopted on July 17, 2019

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited: The District prohibits bullying, including cyberbullying, as defined by state law. (See FFI (Legal)). Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

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

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

- (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.
- (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.

Examples: Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation: The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

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

False Claim: A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting: Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.

Reporting Procedures—Student Report: To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report: Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the campus principal (if the employee works at a campus), his/her supervisor (if the employee does not work at a campus), or designee.

Report Format: A report may be made orally or in writing. Employees and students shall be provided a District form to reduce any oral report to writing. If the student refuses to reduce his/her oral report to writing on the District form provided, the principal or designee shall reduce the oral report to writing on the District form or other written documentation.

Initial Assessment: Upon receipt or notice of a report of bullying, the principal or designee shall determine whether the allegations, if proven, would constitute bullying as defined by state law. If so, the principal or designee shall immediately undertake an investigation as dictated by this policy. If the principal or designee determines that the allegations, if proven, would not constitute bullying as defined by state law, the investigation shall be concluded with no further action required by the campus administration; however, if the alleged conduct is a violation of the District Student Code of Conduct, appropriate disciplinary action shall be taken against the perpetrator as dictated by the District's Student Code of Conduct.

Notice of Report: When an allegation of bullying is reported and after the initial assessment determines that bullying may have occurred, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct: The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report: The principal or designee shall conduct an investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation: Absent extenuating circumstances, the investigation should be completed within 14 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 written documentation pertaining to the investigation. The written documentation shall include information as to whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the written documentation shall be sent to the Superintendent or designee.

Notice to Parents: If an incident of bullying is confirmed after investigation, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action Bullying: If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline: A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action: Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers: The principal or designee shall refer to FDB for transfer provisions.

Counseling: The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct: If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality: To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal: A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention: Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures: This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

TRANSPORTATION: BUS RIDER'S HANDBOOK

Our goal in the Transportation Department is to provide safe and efficient transportation to and from school for all students attending the United Independent School District. As we enter a new school year, please take the time to read this very important Bus Rider's Handbook. It explains regulations, gives procedures, and provides useful information designed to render the best transportation service possible to your children. If you have any questions or need assistance, please contact the Transportation Department:

Jose E. Aranda - Executive Director of Transportation

North Compound: (956) 473-6330 Fax: (956)473-6260 Address: 501 Eden Lane; Laredo, Texas 78045

Danny W. Trevino - Operations Administrator of Transportation (North)

East Compound: (956) 473-1955 Fax: (956)473-1992 Address: 405 E.G. Ranch Road Hwy 359; Laredo, Texas 78043

Javier Rangel - Operations Administrator of Transportation (East)

South Compound: (956) 473-5230 Fax: (956)473-5239 Address: 5256 Cielito Lindo Blvd., Laredo, Texas 78046

David Hernandez - Operations Administrator of Transportation (South)

Annie T. Salinas – Transportation Planning Analyst

Transportation Hours of Operation: Every school day from 5:00 a.m. - 5:00 p.m.

Transportation Department Office Hours: Every school day from 8:00 a.m. - 5:00 p.m.

After hours emergency calls should be placed to "UISD PD Dispatch" at (956) 473-6361

All students have the right to a safe and pleasant trip to and from school, or on school-sponsored trips. We believe all students can behave appropriately and safely while riding on a school bus. We cannot tolerate any student interfering with drivers, bus assistants, and other professionals doing their jobs, and we continuously work toward protecting each passenger's right to a safe ride.

Introduction: This "Bus Rider's Handbook" is designed to inform school bus riders and parents of regulations and procedures under which students are allowed to ride school buses.

To The Bus Rider: Students who have the privilege of bus transportation to and from school also have the responsibility to make the trip pleasant and safe for all. Good bus etiquette, simply stated, is good manners. You are expected to display the same good manners on the bus as you would in the classroom.

To The Parents: The school bus is a key to a better education. It means that your children can go to better schools, despite the distance. Riding a bus trains students in safety, responsibility, independence and courtesy. Familiarize yourself of the bus number your child rides. Please go over the "Bus Rider's Handbook" with your child so that he/she will know that you, as well as UISD, expect them to follow the simple rules outlined here. Should problems arise, feel free to discuss them with your child's principal, appropriate administrator or with the District's Transportation Department. Please call the UISD Transportation Department at (956) 473-6330 (North Compound), (956) 473-5230 (South Compound), or (956) 473-1955 (East Compound) to report unsafe drivers. Please have the bus number, date, time, and location of the incident noted when calling. Temporary use of a bus outside of a student's bus route must be approved by a campus administrator and/or Transportation Dept. and communicated to the bus driver.

To The Bus Driver: United Independent School District regards student transportation to and from schools and on special trips as a serious responsibility and takes every precaution to ensure student safety. During bus rides, the driver has the same authority that a teacher has in the classroom. Riders are expected to respect this authority and to behave in such a way that the driver will not be distracted while operating the bus.

All UISD bus drivers have valid driver's licenses from the Texas Department of Public Safety. In addition, they have completed a 20-hour School Bus Driver Certification course covering first aid, passenger loading and unloading, bus upkeep and other important information, and have met UISD standards for bus drivers. Every three years, drivers are required to take an eight-hour DPS refresher course.

At The Bus Stop: The following safety tips for school bus riders are recommended:

- Leave home in time to reach the bus stop approximately five minutes ahead of the bus. Arriving later may make you and other riders late to school. Arriving earlier exposes you unnecessarily to traffic.
- If there are no sidewalks on your route to the bus stop, walk on the left side of the street or road, facing traffic. Stay as far off the road as possible.
- If you are walking with others where there are no sidewalks, walk in a single file line.
- Do not stand in the street to wait for the bus or step into the street to look for it.
- When the bus approaches, stand back at a safe distance until the bus has come to a complete halt.
- Animals and pets of any kind are not allowed on a UISD bus.
- It is the parent's/guardian's responsibility to receive student riders at their designated bus stop.
- For Pre-K and Kinder students, parents/guardians are required to receive their child at the bus stop. Otherwise, Pre-K or Kinder students will be returned to their school, unless the parent/guardian has made other arrangements with the Transportation Department.

All Aboard:

- Line up with younger children first and board in a safe and orderly manner.
- Use the handrail as you go up the steps, one at a time.
- Take your assigned seat and remain in it until the bus has come to a complete halt at your school.
- Do not open or lean against windows. Some are designed to pop out under pressure in case of an emergency.
- Do not ask to leave the bus at any point other than at your school or home bus stop.
- Report any damage, such as a loose seat or window latch, to the driver as you leave.
- Move immediately away from the loading zone. Wait for friends away from the bus.
- Students are responsible for any personal belongings they bring into the bus, so please make sure you **do not** leave anything behind in the bus. Lost items are not the responsibility of the Transportation Department or driver.

For Safety's Sake:

- Except in an emergency situation, do not talk with the driver while the bus is in motion, especially not when the bus approaches a railroad crossing or a bus intersection.
- Under no circumstances shall a student ride on the outside of the bus or extend their heads, hands, arms, or any other part of the body through the bus windows or doors.
- Objects must not be thrown, inside or outside of the bus.
- Do not occupy the driver's seat or tamper with bus controls.
- Riders crossing the road after they depart the bus must pass far enough in front of the bus (about 15 feet) to be in the driver's view and must never cross behind the bus. The student should cross the road only after checking that the way is clear and after receiving a signal from the driver. One exception to this rule will be in urban areas where pedestrian crossings are provided, and students are instructed to cross after the bus leaves or when a traffic light indicates.

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 any subsequent changes are posted on the District web site.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended. Vandalism of District buses, such as breaking windows, tearing a seat, drawing graffiti on seats, and similar offenses will result in a \$75 charge to the identified student. The student will also be suspended from transportation services until all charges have been collected at the Transportation Department.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

Special Trips:

- Parents' written permission may be required by school principals or other appropriate administrators for trips made during school hours or out of town.
- Know the point of departure and be there on time. Be sure that your parents know the time that your bus is expected to return so they can meet the bus.
- Students are responsible for any personal belongings they take on field trips. Please make sure you **do not** leave these items behind in the bus.

School-Sponsored: Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal or other appropriate administrator, however, may make an exception. An exception may be allowed if the parent personally requests that the student be permitted to ride with the parent, or the parent presents-before the scheduled trip-a written request that the student be permitted to ride with an adult designated by the parent.

In An Emergency: Unless the driver is not available, remain seated until the driver tells you what you do. Do not panic.

- Do not touch emergency equipment or safety releases until you are told to do so.
- Let those closest to the doors exit first.
- Duck your heads as you leave the bus and wrap loose clothing around you so that it will not get caught.
- Keep your hands free; leave everything behind.
- If you must jump from the bus, bend your knees slightly as you jump.
- Move quickly away from the exit.

Rules For Riders: Riding the bus is a privilege and not a right. This privilege may be revoked for a justified cause. The privilege of being transported to and from school and on school trips depends on the rider's behavior and cooperation. This privilege may be withdrawn if the rider:

- Fails to observe proper safety rules.
- Disregards the authority of the bus driver or other adults in-charge.

- Behaves in a disorderly, distasteful (such as engaging in minor sexual acts, kissing and/or necking) or unsafe manner.
- Creates excessive noise, such as loud talking, screaming or whistling, or by playing radios, MP3 players or similar equipment.
- Abuses, defaces, or destroys property, equipment, or the bus. (Fines will be assessed)
- Fails to attend classes after riding the bus to school.
- Fights on the bus or at the bus stop.
- Handles the emergency equipment inside the bus (emergency doors, fire extinguisher, etc).
- Throws articles within the bus, out the windows of the bus, or at any other vehicle.
- Behaves in such a manner that he/she jeopardizes the safe operation of the bus.
- Fails to exhibit good manners toward all others on the bus through profanity, vulgar language, obscene gestures, insults, racial slurs, bullying, harassment, or other disruptive or abusive behavior.
- Cell phone recording of the voice or image of another person on the bus is strictly prohibited if it causes a disruption to the transportation of students or the recording/image is inappropriate or invades the privacy of others.

Prohibited Items: The following items will not be allowed on school buses:

- Tobacco in any form, e-cigarettes, alcoholic beverages, drugs, or any controlled substance. Being under the influence of such things is also prohibited on the bus.
- Firearms, clubs, knives, fireworks, and other dangerous objects.
- Large or heavy objects which would obstruct the bus aisles or otherwise create a hazard, unless permission is received in advance from the principal or other appropriate administrator and approved by the Transportation Department.

It is a criminal offense to intentionally exhibit, use, or threaten to exhibit or use a firearm in a manner intended to cause alarm or personal injury to another person or to damage school property in or on any property, including a parking lot, parking garage, or other parking area that is owned by a private or public school. This includes a school bus being used to transport children to or from school-sponsored activities of a private or public school.

Bus Behavior: Riding the bus is considered a “school related” and “school sponsored” activity where those terms appear in other sections of the Student Code of Conduct. Riding the bus is a privilege which may be temporarily suspended or permanently revoked at the discretion of the campus administrator if the conduct in question jeopardizes the safety of any individual or generally interferes with the safe operation of the bus. A bus driver that is transporting students to or from school or a school-sponsored or school-related activity may initiate a formal removal. The bus driver is allowed to refer the student to the administrator’s office in order to maintain discipline on the bus. The school principal or other administrator may be required to respond by employing appropriate disciplinary management techniques consistent with the Student Code of Conduct. The campus administrator has the authority and responsibility to discipline a student for any inappropriate conduct that occurs on the school bus. Disciplinary consequences shall be administered according to the level of the offense committed, which can include restricting or revoking a student’s bus riding privileges. Prior to a suspension or revocation of bus riding privileges for any student, the campus administrator shall consult with and receive input from the Director of Transportation regarding the proposed length of suspension or revocation. For more information about disciplinary consequences, see other sections of the Student Code of Conduct pertaining to Level I--Minor Offenses, Level II--Serious Offenses, Level III--DAEP Offenses, and Level IV--Expulsions.

PLEASE NOTE: Riding the bus is a privilege, which may be temporarily suspended or permanently revoked at the discretion of the campus principal or other administrator, if the conduct in question jeopardizes the safety of any individual or generally interferes with the safe operation of the bus. Prior to a suspension or revocation of bus riding privileges for any student, the campus principal or other administrator shall consult with and receive input from the Transportation Department regarding the proposed length of suspension or revocation. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or other administrator may restrict or revoke a student’s transportation privileges, in accordance with law. In accordance with the law, individuals (i.e. students, parents, guardians, relatives, volunteers, etc.) who interfere or disrupt transportation service may be arrested, cited, and/or fined.

Videotaping of Students: For safety purposes, video/audio surveillance equipment will be used to monitor student behavior on buses, school activities, district property, and in common areas on campus, in accordance with the Texas Educational Code Section 26.009. Students will not be told when the equipment is being used. The principal may review the tapes routinely and document student misconduct. Discipline shall be imposed in accordance with the Student Code of Conduct.

A parent who wants to view a videotape of the incident leading to the discipline of his or her child may request access in writing. The Superintendent/designee shall consider the request and render a decision in accordance with Board Policy FL and the Family Education Rights and Privacy Act (FERPA) (20 USCA 1232g). School officials may then share video footage with a parent only if the video does not disclose personally identifiable information regarding another student.

TECHNOLOGY USE GUIDELINES (“T.U.G.”)

The Use of District Computers, Networks, Internet and Electronic Mail: UISD Procedures and Technology Use(r) Guidelines serve to: (a) prevent user access over its computer network to, or transmission of, inappropriate materials that are harmful to students and minors via the Internet, electronic mail, chat rooms, and/or other forms of direct electronic communications; (b) prevent unauthorized access, including hacking and other unlawful online activity; (c) prevent unauthorized disclosure, use, and dissemination of personally identifiable information regarding students and minors; (d) ensure student safety and security when using electronic communications as well as comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]; and (e) educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking web sites and chat rooms. *47 U.S.C. 254(h)(5)(B)(iii)*

The District is pleased to offer students access to a 1:1 Mobile Learning Devices, computer network, the Internet, electronic mail and educational software on its network. To obtain access to the Internet, electronic mail, network, and web-based programs and acquire a checked out District device, all students must obtain parental permission via the District online registration system and sign all the required agreements: Technology User Guidelines, 1:1 MLD Checkout Agreement and The Use of District Computers, Networks, Internet and Electronic Mail Parental Permission Form and User Agreement. Should a parent prefer that a student not have a device, Internet access, electronic mail, or access to web-based educational programs it must be noted on the individual students online registration and on each of the agreements. Please note that the denial of use does not include the use of devices required to complete technology-based coursework.

The District defines harmful to students and minors as any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to students and minors, appeals to a prurient interest in nudity, sex, or excretion;
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for students and minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to students and minors.
- 47 U.S.C. 254(h)(7)(G); 20 U.S.C. 6777(e)(6)*

What are some of the benefits of having access to the Internet? Access to the Internet and electronic mail will enable students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Even though the District provides filtering of Internet content, families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals, students might find ways to access other materials. There are more advantages for students to have access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources.

What are the student responsibilities with regard to the use of District issued equipment, District equipment and web-based instructional programs? In consideration for the privilege of using the District’s electronic communications system, and having access to District issued equipment (MLD’s and Assistive Technology Equipment) that can be used on personal, private or public networks, parents release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child’s use of, or inability to use, the system, including, without limitation, the type of damage identified in this Student Code of Conduct, Student Handbook, this Technology User Guidelines, and 1:1 MLD Manuals. Parents or guardians should discuss with their child(ren) the responsibilities required for her/him as well as the parental responsibilities.

Students are responsible for appropriate behavior on the District’s Local Area Network (LAN) just as they are in a District or virtual classroom. Communications on the network are often public in nature. General school rules for behavior and communications apply. Users shall comply with District standards and the specific rules, procedures and Technology Use Guidelines, 1:1 MLD Guidelines and Procedures set forth below, and the District’s Student Code of Conduct. The use of the Local Area Network and any District issued device is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions and care with regard to accessing and utilizing the District’s Technology Resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see. If a student accesses any inappropriate material they need to report it immediately to a teacher, campus behavior coordinator, and/or campus administrator.

Consequences to violation(s) of guidelines and /or responsibilities outlined in the UISD Technology Use Guidelines and/or The Student Parent Regulations and Guidelines, please refer to Section IV of the District’s Student Code of Conduct.

What are the rules, procedures and Technology Use Guidelines?

Monitoring – The District’s content and monitoring management software will constantly be monitoring user activity of minors and

any other user's use of the Internet and any computing activity. The District has the right to and will monitor and generate reports that provide detailed user activity. If any user abuses or is suspected of abusing the privilege of Internet access, violating any guidelines, or misusing the Internet, a detailed report will be generated by the content and monitoring management software. (Technology Protection, Children's Internet Protection Act) 47 U.S.C. 254(h)(5)(B).

Privacy - You should not disclose your password to anyone else, nor should you use someone else's password. You are responsible for all activities done within or through your account. You should not attempt to circumvent passwords, access codes, or other security related information or protection schemes nor should you attempt to uncover security loopholes or attempt to break authentication procedures or encryption protocols. The Children's Internet Protection Act prohibits unauthorized online disclosure, use, or dissemination of personal identification information of minors.

Anonymous Activity - You may not impersonate other individuals in electronic communication.

Illegal Activity - You should not use the District's electronic systems for any illegal activity. The Children's Internet Protection Act prohibits unauthorized access, including so-called 'hacking,' and other unlawful activities.

Electronic Mail Usage (Email) – Electronic mail communication is the District's official form of communication. Electronic mail facilitates and supports educational and administrative communication. Access to the District's email system by students, teachers, staff and administrators is a privilege not a right. Users are to comply with all of the District's rules, guidelines, procedures, regulations, and policies governing appropriate use of the electronic mail system. Email transmissions made using the District's network or email system are NOT PRIVATE and are subject to monitoring or investigation of the user's activities. Email is public information and is subject to open records requests made by the public, supervisor and parents.

Any information that is protected by the Family Educational and Privacy Act (FERPA) transmitted via electronic mail must be encrypted prior to transmission. The District uses a 128-bit encryption standard.

Copying and/or Copyrights - For information of which the individual or the District does not hold the copyright, written permission from the copyright holder is required prior to duplication. Academic dishonesty or plagiarism in a student assignment is unethical. Suspected occurrences are referred to the student's school.

Harassment - Electronic system usage or information that is perceived by its recipient as sexual harassment as defined by the District's policy may be considered a violation. The display of offensive material in any publicly accessible area is likely to violate the District's harassment policy. Public display includes publicly accessible computer screens and printers.

Note: The 81st Texas Legislature created the offense of Online Harassment, which was amended by the 82nd Texas Legislature to Online Impersonation, which can be 3rd degree felony, for the use of the name or persona of another person to create a web page or to post one or more messages on a commercial networking site without obtaining the other person's consent. The perpetrator must have the intent to harm, defraud, intimidate or threaten the other person. The 81st Texas Legislature also created the civil offense of using a computer for an unauthorized purpose. More information regarding this law can be found within HB 2003 and SB 28 on the Texas Legislative Website at www.capitol.state.tx.us

Inappropriate uses, materials and/or language – The Children's Internet Protection Act's description of inappropriate network usages includes: (a) using electronic mail other than the adopted official electronic mail supported by UISD, chat rooms, instant messaging, and other forms of direct electronic communications, as required; (b) unauthorized access, including so-called 'hacking,' and other unlawful activities; (c) the use of profane, abusive or impolite language when communicating electronically; and (d) accessing materials which are not in line with the rules of school behavior, and/or any visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to students and minors, and (e) or while using the District's approved online and virtual platforms. Should students encounter such material by accident, they should report it to their teacher immediately. Students are not to provide any personal information online that is not directly supervised by their campus administration. Unauthorized online disclosure, use, or dissemination of personally identifiable information regarding students and minors is prohibited. UISD's authorized staff will monitor usage of the District's online computer network and access to the Internet in accordance with CQ Local Policy and the Children's Internet Protection Act.

Disclosure, Use, and Dissemination of Personal Information Regarding Minors – All personally identifiable information regarding minors is protected by the Family Educational Rights and Privacy Act (FERPA). All open records requests submitted to the District must be approved by the Department of the Associate Superintendent for Student Support Services or designee. Any personally identifiable information regarding minors that is transmitted using electronic mail must be encrypted in 128-bit standard minimum prior to transmission.

Chat Rooms, Newsgroups Usage and Discussion Groups – Users are not allowed to participate in chat rooms, newsgroups or discussion groups. Approval from the Department of Curriculum & Instruction is required if participation in chat rooms, newsgroups, or discussion groups is part of an educational project. The Department of Information Technology will establish access to the chat rooms, newsgroups or discussion groups for a set timeframe, as required by the approved educational project. The District has the right to block any abuse or violations of use, even if the chat room, newsgroup, discussion group was approved. The Children's Internet Protection Act prohibits unauthorized online disclosure, use, and dissemination of personal identification regarding minors.

Wasting Resources - It is unethical to deliberately perform any act which will impair the operation of any electronic system or deny access by legitimate users to any electronic system. This includes the willful wasting of resources and sending of "junk mail" and "mail bombs" (This includes "chain letters" and "spam").

General District policy prohibits non-District use of District facilities. The District electronic systems may not be used for:

- solicitation not related to official District business;
- commercial gain or placing a third party in a position of commercial advantage or non-District related activities;
- impeding teaching and research;
- hindering the functioning of the District;
- violating an applicable license or contract; or
- damaging community relations or relations with institutions with whom we share responsibility.

What other guidelines must be followed? The following are guidelines to follow to prevent the loss of network privileges:

1. Users shall not erase, rename, or make unusable anyone else's computer files, programs, [REDACTED] or drives.
2. Users shall not share names, log-on passwords, or files for any reason.
3. Users shall not use or try to discover another user's password, or circumvent passwords or other security-related information of the District, its students, or its employees.
4. Users shall not delete, alter or share their enrollment status while using the Online Classroom Platform.
5. Users shall not use UISD computers or networks for any non-instructional or non-administrative purpose (e.g., games or activities for personal profit).
6. Users shall not use a computer for unlawful purposes, such as the illegal copying or installation of software.
7. Users shall not alter, destroy, or disable District technology resources. Further, users shall not copy, change or transfer any software, documentation, or District data, the data of others, or other networks connected to the District's system, including off school property, without written permission from the campus principal and Director of Technology.
8. Whether the users are on or off school property, they shall not upload, write, produce, generate copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software (e.g., a bug, virus, worm, Trojan Horse, or similar malware) [REDACTED].
9. Users shall not deliberately use the Internet or a computer to annoy, threaten, or harass District students, employees, Board members, or volunteers with language, images, or threats, including off school property, if the conduct causes, or can cause, a substantial disruption to the educational environment.
10. Users shall not deliberately access or create any obscene or sexually related materials, except for curriculum-related materials and as assigned.
11. Users shall not assemble or disassemble computers, networks, printers, or other associated equipment except as part of a class assignment or in conjunction with a job responsibility.
12. Users shall not remove technology equipment (hardware or software) without written permission of the principal or director.
13. STUDENTS WILL BE HELD ACCOUNTABLE for their actions and for the loss of privileges if the Technology Use Guidelines are violated.
14. Users shall not run or execute unauthorized applications from external devices (such as games, anonymizer web proxies, hacking tools), or use pen drives and/or mapped drives.
15. Users shall not send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes, or can cause, a substantial disruption to the educational environment or infringes on the right of another student at school.
16. Users shall not use the internet or other electronic communications to engage in or encourage illegal behavior or threaten school safety, including off school property, if the conduct causes, or can cause, a substantial disruption to the educational environment or infringes on the right of another student at school.
17. Users of the District's technology resources and/or network must sign and abide by the rules and guidelines defined in the UISD Mobile Learning Device: Guidelines and Procedures, the UISD Student and Parent Chromebook Manual: Regulations and Guidelines; and the District's Student Code of Conduct.

Parental Agreement

I have read UISD's "Technology Use Guidelines." In consideration for the privilege of my child using UISD's technology resources, I hereby release UISD, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, these resources. This includes, without limitation, the type of damage identified in UISD's School Board Policy.

I understand that my child's use of UISD's technology resources is not private, and that UISD will monitor my child's activity.

I understand that the District uses certain cloud-based (online) applications, and such applications (such as "Google Apps for Education," a/k/a the Google System, or online grade books) allow authorized school officials to access student information, including assignments and grades, through the Internet for school-related purposes. A list of online applications and the nature and type of student information used will be provided on request by emailing sgaytan@uisd.net or call (956) 473-6474.

Additionally, Students/Parents who check out technology devices for home use (homebound students, etc.), will be required to sign UISD STUDENT/PARENT TECHNOLOGY DEVICE CHECKOUT ACKNOWLEDGEMENT/AGREEMENT FORM and abide by the requirements of technology use for instructional purposes stated within.