

Era ISD Student Handbook

2022-2023

Dr. Shannon Luis
Superintendent Era ISD



Accessibility

Information will be shared, to the extent practicable, in a language that family members can understand. If you need assistance, or have any questions about this document, please contact Dr. Shannon Luis, Superintendent. Translation services are available.

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con Kristin Martindale, Consejero de primaria. Los servicios de traducción están disponibles.

For questions about this handbook, please contact:

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PREFACE – To Students and Parents:

Welcome to the 2022-2023 school year! Thank you for being a part of your child’s educational process! We are excited for you and your student(s) to be a part of the Era ISD family! The Era ISD Student Handbook is designed to provide basic information that you and your child will need during the school year for both elementary and secondary campuses. The handbook is divided into two sections:

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

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

The student handbook is a general reference guide only and is designed to align with law, with [Board Policy](#), and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between Board Policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of Board Policy and the Student Code of Conduct are to be followed. Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the student handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as reasonably practicable under the circumstances.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student. Both students and parents should become familiar with the Era ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.eraisd.net and is available in hard copy upon request in the front administration offices of both high school (6-12) and elementary (PK-5).

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your child has questions about any of the material in this handbook, please contact a teacher, counselor, or the campus principal. As part of your enrollment process, the following items have been submitted to Era ISD:

- Acknowledgement form or acknowledgement of electronic distribution of student handbook
- Notice regarding directory information and parent’s response regarding the release of student information
- Parent’s objection to the release of student information
- Parent’s objection to the release of student information to military recruiters and institutions of higher education (if you choose to restrict the release of information to these entities)
- Consent/Opt-out form

*See **Objecting to the Release of Directory Information** on page 12 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 13.

Note: References to policy codes are included so that parents can refer to board policy. The district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.eraisd.net.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board adopted (LOCAL) policies that articulate the board’s choices and values regarding district practices. Board policy can be found at the following link: [Board Policy](#).

Era Independent School District

VISION STATEMENT

Together, We Empower Students

MISSION STATEMENT

A Community Dedicated to Equipping and Empowering Students for a Lifetime of Success

BELIEF STATEMENTS

- **Students** are at the center of our work and will be instructed in a way that maintains the flexibility to engage in a variety of programs, and with that freedom, the student shall accept the responsibility of maintaining the integrity of Era ISD.
- **Parents and Families** should be the greatest of advocates for their children, flexible, involved, encouraging, and seek to partner with, and support our teachers as an investment in the future success of our students.
- **Faculty and Staff** are respected role models in our community who challenge themselves and our students to be continual learners in a way that supports them in and out of the classroom to equip our children for success in life.
- **Campus Leaders** are trustworthy, committed and invested in our students and community, and hold themselves and others accountable in a way that inspires and empowers.
- **The Superintendent and Central Office Staff** are servant leaders who demonstrate integrity, transparency, and open communication in a way that values diversity and directs resources towards the overall mission while maintaining accountability to all stakeholders.
- **The School Board** members are trusted leaders with integrity who are actively involved in the community while providing checks and balances, adherence to the chain of command, strong financial stewardship and always acting in the best interest of Era ISD students.

BOARD OF TRUSTEES ERA ISD 2022-2023

James Eaton	Place 1	eatonj@eraisd.net
Jeff Brown, President	Place 2	brownj@eraisd.net
Adrian Anderle	Place 3	anderlea@eraisd.net
Todd Reiter, Vice President	Place 4	reiter@eraisd.net
Jennifer Hunter, Secretary	Place 5	hunterj@eraisd.net
K.D. Weaver	Place 6	weaverk@eraisd.net
Chad Greer	Place 7	greerc@eraisd.net

BOARD MEETINGS SCHEDULED FOR 2022-2023 SCHOOL YEAR

School Board meetings are open to the public, and held regularly on the third Monday of each month. Refer to the calendar at www.eraisd.net for meeting dates.

ERA ISD SCHOOL SONG

*Black and Gold
Here's to you
We will let our voices ring
Black and Gold colors true
You will represent our team
In our hearts there's a pride
For the school you symbolize
Black and Gold, Black and Gold
We will praise you to the sky!*

ERA ISD FIGHT SONG

*Let's give a cheer for old Era High
A cheer for the Black and Gold
Victory's in store whatever the score
Our boys will ever
FIGHT-FIGHT-FIGHT-FIGHT
Shoulder to shoulder we march along
boys with a purpose true
Playing the game for the honor and fame
Of old Era High and You!!!*

SECONDARY BELL SCHEDULE

Period 1	7:55-8:46
Period 2	8:49-9:35
Period 3	9:38-10:24
Period 4	10:27-11:13
Period 5	11:16-12:02
HS Lunch	12:02-12:32
JH Lunch 6A	12:05-12:32
JH Lunch	12:32-1:02
JH Lunch 6B	1:02-1:21
Period 6	12:35-1:21
Period 7	1:24-2:10
Activity Period	2:10-2:46
Period 8	2:49-3:35

EARLY RELEASE BELL SCHEDULE

Period 1	7:55-8:30
Period 2	8:34-9:04
Period 3	9:08-9:38
Period 4	9:42-10:12
Period 5	10:16-10:46
Period 6	10:50-11:20
Period 7	11:24-11:54
HS Lunch (JH8)	11:54-12:24
JH Lunch (HS8)	12:24-12:54

School Day Hours (Elementary and Secondary)

School Day Hours 7:55-3:35

2022-2023 Course Offerings

Required Core <i>Required Course Offerings</i>	Grade Level Courses Typically Occur							CTE/Electives <i>Optional Course Offerings</i>				Grade Level Courses Typically Occur							Dual Credit/College Offerings		Extracurricular <i>Extensions</i>	
	6	7	8	9	10	11	12	PFNR				6	7	8	9	10	11	12	Learning Frameworks*		<i>UIL Academics</i>	
English	6th	7th	8th	I	II	III	IV	Floral Design						8th	I	I	I	I	English 4a*		Literary Criticism	Editorial
Reading	6th	7th	8th					Greenhouse								I	I	I	English 4b*		Current Events	Accounting
Math	6th	7th	8th					Advanced Animal Science								I	I	I	Government**		Poetry	Ready Writing
Algebra				I	II	II		Welding								I	I	I	Economics**		Prose	Debate/LD Debate
Geometry					I			Ag Elective								I	I	I	US History A**		Calculator	Social Studies
Personal Finance							I	Keyboarding					7th						US History B**		Spelling	Number Sense
History	6th	7th	8th					Technology				6th			I				Psychology**		Essay Contests	Film UIL
World Geography				I				Business Information Management							I				Sociology**		One Act Play	
World History					I			Business								I	I/II	I/II	College Algebra**		Clubs and Organizations	
US History						I		Yearbook								I	I/II	I/II	Elementary Statistics**		Beta Club	
Government							I	Health Science								I	I/II	I/II	Art Appreciation**		FFA	
Economics							I	JH Athletics					7th	8th					Intro to Cosmetology***		NHS	
Career Prep/8th Skills			8th					High School Athletics*							I	II	III	IV	Welding***		HOSA	
Health		7th						Drone Coding and Flight								I	I/II	I/II	Manufacturing***		Choir	
Physical Education	6th	7th	8th	I				Choir						8th	I	II	III	IV	Fire Management***		Drumline	
Science	6th	7th	8th					Creative Writing								I	I	I	Spanish 3**		Student Council	
Biology				I				Pre-Calculus										I	Music Appreciation**			
Chemistry					I			Principles of Education								I	I	I	Astronomy**		<i>HS Athletic Options</i>	
Physics						I		Student Aide											Environmental Science**		Football	Track
4th Year of Science							I														Basketball	Tennis
A&P Or ESS							I														Baseball	Cheerleading
Spanish				I	II																Softball	Golf
Communication Application							I														Cross Country	Trainer
ACT Prep							I															
							* On Site (In Person)				** On Site (Virtual)							*** Off Site (In Person)				

SECTION I – Parental Rights

Consent, Opt out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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.

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

Human Sexuality Instruction

Annual Notification

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district’s SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district’s grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 37 and [FNG\(LOCAL\)](#).

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

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

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 13.]

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

Era ISD adopted Goodheart Wilcox curriculum for our human sexuality instruction. Students receive this instruction through their health class in 7th grade.

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student’s parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent Before Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students in junior high school and high school receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For further information, see the district's abuse prevention instruction website at www.eraisd.net

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 41 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 12; **Dating Violence** on page 46; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 32.]

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district protocols can be found here: [Mental Health Procedures](#)

The district has also established procedures for staff to notify the mental health liaisons regarding a student who may need intervention. The liaisons are Kristin Martindale, Elementary Counselor, for grades PK-5 and John Erwin, Secondary Counselor, for grades 6-12. They can be reached at martindalek@eraisd.net or 940-665-5961 ext. 231 and erwinj@eraisd.net or 940-665-5961 ext. 213 respectively.

They can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus. For further information, see **Mental Health Support** on page 58.

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

Teachers may display students’ work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement without prior parental consent. These displays may include personally identifiable information. Student work includes:

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

If a parent does not want their student’s work displayed on the internet, they must contact their campus principal.

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

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

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

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

Is to be used for school safety,

- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Prohibiting the Use of Corporal Punishment

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

- The student will be told the reason for the corporal punishment
- The punishment may be administered only by the principal or designee
- The instrument to be used will be approved by the principal.
- The punishment will be administered in the presence of one other district professional employee and out of view of other students.
- A record will be maintained of each instance of corporal punishment.

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

A parent who does not want corporal punishment to be administered to their child as a method of student discipline must submit a written statement to the campus principal stating this decision. This must be renewed every year. A parent may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal.

Note:

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

Limiting Electronic Communications with Students by District Employees

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

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

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

The employee is required to include the student’s parent or the employee’s immediate supervisor as a recipient on all text messages.

Objecting to the Release of Directory Information

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

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made in writing to the principal within ten school days of the child’s first day of instruction for this school year. Note: As part of your enrollment process, this form has been submitted to Era ISD.

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

Era ISD has identified the following as directory information:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. 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.
5. Health services record, 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. [[See FFAA](#)]
 - c. Immunization records. [[See FFAB](#)]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.

11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, yearbook, recognition activities, news releases, and athletic programs.

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

The district is required by federal law (ESSA Act) to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

For those who do not want this information released, this form has been submitted to Era ISD as part of your enrollment process.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- 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, doctors, 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.

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

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

The Protection of Pupil Rights Amendment (PPRA) gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

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

The U.S. Department of Education provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA Complaint Form.

Removing a student from instruction or excusing a student from a required component of instruction

See **Consent to Human Sexuality Instruction** on page 10 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 13 for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

[See policy [EHBK\(LEGAL\)](#)]

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

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

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

[See **Pledges of Allegiance and A Minute of Silence** on page 66, and policy [EC\(LEGAL\)](#).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs.

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

Tutoring or Test Preparation

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

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or

- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy [EC](#), removing districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

[For questions about school-provided tutoring programs, contact the student’s teacher and see policies [EC](#) and [EHBC](#). See **Standardized Testing** on page 74 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of access to student records, curriculum materials, and district records/policies

Instructional Materials

A parent has a right to review informal observations, results of diagnostic assessments, teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered. The district will provide login credentials to each student’s parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow their 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. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A Parent may review their child’s student records. These records include:

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

- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law.
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act, or [FERPA](#), affords parents and eligible students certain rights with respect to student education records.

For purposes of student records, an “eligible” student is one who is age 18 or older or who attends a postsecondary educational institution. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 15, are:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of [FERPA](#).
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that [FERPA](#) authorizes disclosure without consent.
- [File a complaint](#) with the U.S. Department of Education concerning failures by the school to comply with [FERPA](#) requirements.

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parent unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

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

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

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

[FERPA](#) permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student when district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

- Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official’s professional responsibility; or
 - Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;

- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district’s safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, [TEA](#), the U.S. Secretary of Agriculture’s office, and [Child Protective Services \(CPS\)](#) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of the school, in order to develop, validate, or administer predictive tests; administering student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 15, for opportunities to prohibit this disclosure].

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten (10) cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The custodian of records for currently enrolled and graduated students may be contacted at:

Dr. Shannon Luis
 Superintendent of Schools, Era ISD
 108 Hargrove Street, Era, Tx 76238
luis@eraisd.net
 (940) 665-5961 (Ext. 212)

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

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

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy [FNG\(LOCAL\)](#). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy.

[See Finality of Grades at [FNG\(LEGAL\)](#), **Report Cards/Progress Reports and Conferences** on page 67 and **Complaints and Concerns** on page 37 for an overview of the process.]

The district's policy regarding student records found at policy [FL\(LEGAL\)](#) is available from the principal's or superintendent's office or on the district's website at www.eraisd.net.

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

Teachers and Staff Professional Qualifications

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

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

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

Students with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitled 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 (5)** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional Information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

State law permits a parent of multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus to request in writing that they be placed either in the same classroom or in separate classrooms. Written requests must be submitted no later than the 14th day after the enrollment of your children. [See policy [FDB\(LEGAL\)](#).]

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom. [See **Bullying** on page 30, policy [FDB](#), and policy [FFI](#).]

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

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

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see [EI\(LOCAL\)](#).]

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

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

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

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

[See **Course Credit** on page 40, **Credit by Examination for Advancement/Acceleration** on page 40, and **Students in Foster Care** on page 76.]

A Student Who is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;

- Educational program placement (if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student’s available records to determine transfer of credit for subjects and courses taken before the student’s enrollment in the district;
- Awarding of partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law also allows a student who is homeless 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.

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.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy [ENG\(LOCAL\)](#). The district will expedite local timelines, when possible, for prompt dispute resolution. [See also **Credit by Examination for Advancement/Acceleration** on page 40, and **Students Who Are Homeless** on page 76 for more information.]

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

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

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

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

Additional information regarding special education is available from the school district in a companion document entitled [Parent's Guide to the Admission, Review, and Dismissal Process.](#)

Contact Personnel for Special Education Referrals

The designated contact person regarding options for a child experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Phone: (940)665-5961x215	Email: klementd@eraisd.net	Dana Klement	Elementary Admin(PK-5)
Phone: (940)665-5961x214	Email: johnsonb@eraisd.net	Brian Johnson	Secondary Admin(6-12)

Contact Personnel for Post-Secondary Transition

Tim Cato, tcato@ccsec.net, is the contact person for questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services.

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

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

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Phone: (940)665-5961x231	Email: martindalek@eraisd.net	Kristin Martindale	Elementary Counselor(PK-5)
Phone: (940)665-5961x213	Email: erwinj@eraisd.net	John Erwin	Secondary Counselor(6-12)

[See also **Students with Physical or Mental Impairments Protected under Section 504** on page 23]

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

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

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

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

A Student Who Speaks a Primary Language Other than English

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

[See **English Learners** on page 48 see **Special Programs** on page 74]

Students with Physical or Mental Impairments Protected Under Section 504

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

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 services** on page 23 and policy [FB](#) for more information.]

SECTION II – Other Important Information for Students & Parents

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

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Two important state laws, one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Pre-Kindergarten and Kindergarten

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

Ages 6 to 18

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

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

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

Age 19 or Older

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

Compulsory Attendance- Exemptions

All Grade Levels

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

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

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 21 for more information].

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 72.

Secondary Grade Levels

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

- The board has authorized such excused absences under policy [FEA\(LOCAL\)](#);

- The principal has approved the student’s absence; and
- The student follows campus procedures to verify the visit, and makes up any work missed.

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

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

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

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

Compulsory Attendance- Failure to Comply

All Grade Levels

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

Students with Disabilities

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

Ages 6 to 18

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 notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent(s). These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitators for the district are the respective **campus principals**. If you have questions about your student and the effect of his or her absences from school, please contact the campus principal as appropriate to your child.

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

If a student ages 12- 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy [FEA\(LEGAL\)](#) and [FED\(LEGAL\)](#) for more information]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more

than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

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

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

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance—Exemptions on page 27 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.
- The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take its official attendance every day at 9:50 a.m., which is during the third instructional period. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student must be absent from school (or tardy), the student or the parents should call the school attendance office at (940)665-5961 x210 for secondary students, or (940) 665-5961 x 220 for elementary students, preferably by 9:00 a.m., and let the school secretary know the reason for the absence. **Notes brought to school explaining reasons for absences must be given to the office no later than two days after the student returns to school.**

A parent must provide an explanation for any absence upon the student's arrival or return to school. When a student must be absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. The note is expected to be turned in within two (2) days of the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note. The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

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

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

Within **two** (2) days of returning to school, a student that is absent for more than **five** (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student’s attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student’s illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking to obtain a driver’s license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: [VOE Form](#) A verification of enrollment (**VOE**) and attendance form may also be obtained from the office, which the teen student will need to submit to the [Texas Department of Public Safety](#) upon application for a driver’s license.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 25 for information on excused absences for obtaining a learner license or driver’s license.

Excused Absences

State law and board policy permit certain absences, including:

- An extracurricular activity or public performance, approved by the district's board of trustees.
- A district-approved mentorship designed to meet requirements for the Distinguished Achievement graduation program.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Observance of religious holy days, including travel for that purpose.
- A documented health care appointment—if the student begins classes or returns to school on the same day as the appointment.
- A temporary absence resulting from any cause acceptable to the principal, or superintendent, including personal illness, or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
- An approved visit to a college campus. Approval must be obtained from the campus principal at least five days prior to the visit.

Unexcused Absences Include (but are not limited to):

- Vacation or family trips
- Family reunions
- Any type of pleasure trip
- Truancy
- Missed school bus
- “Family emergency” without some further explanation

Accountability Under State and Federal Law

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

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

This information can be found on the district's website at www.eraisd.net. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Battery test and consult with a military recruiter. The date of the test will be determined by the school counselor. Please contact Mr. John Erwin at (940) 665-5961 extension 213 for more information.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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

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

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

A student may anonymously report an alleged incident of bullying by utilizing the reporting website link utilized by the district at www.eraisd.net or for more information about reporting see the principal or counselor.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in the bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 21.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website. Procedures related to reporting allegations of bullying may also be found on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy [FNG\(LOCAL\)](#).

[See **Safety Transfers/Assignments** on page 21, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42, **Hazing** on page 56, policy [FFI](#), the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in Agriculture, Food, and Natural Resources; Business, Marketing, and Finance; and Health Sciences. Admission to these programs is based on enrollment in Era High School, course availability, and current workforce needs.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by 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.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title 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 assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Non-discrimination Statement** on page 65 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food. [See **Food Allergies** on page 58]

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

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed in the District Improvement Plan. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

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

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harrassment, and Retaliation (All Grade Levels)** on page 42 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 13].

Warning Signs of Sex Trafficking (All Grade Levels)

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid on through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 13.]

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

Anyone who suspects that a child has been or may be abused, sextrafficked, 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).

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

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

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

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

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

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

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

Class Rank/Top Ten Percent/Highest Ranking Student (Secondary Grade Levels Only)

To be eligible for valedictorian or salutatorian, a student must have been continuously enrolled in Era High School and taken at least four academic courses each semester for the two years preceding graduation. The student must have completed the Distinguished Level of Achievement (for students graduating under the requirements established by House Bill 5).

Correspondence courses, physical education, athletics, courses for local credit, including but not limited to teacher/office aide, and courses taken through [Edgenuity](#), or other forms of distance learning (including some dual credit courses) shall not be considered in determining valedictorian or salutatorian. To determine the weighted cumulative average, grades shall be calculated from ninth grade (or 8th grade if any courses taken were for high school credit) through the fifth six-week grading period of a student's senior year. See [EIC\(LOCAL\)](#) for further information.

To be eligible for Honor Graduate, the student must have a cumulative grade average of 90 or better. The student must have completed Distinguished Level of Achievement (for students graduating under the requirements established by House Bill 5). Correspondence courses, physical education, athletics, courses for local credit (excluding calculus), including but not limited to teacher/office aide, and courses taken through [Edgenuity](#), or other forms of distance learning (excluding dual credit courses) shall not be considered in determining honor graduates. To determine grade point average, grades shall be calculated from ninth grade (or 8th grade if any courses taken were for high school credit) through the fifth six-week grading period of a student's senior year. See [EIC\(LOCAL\)](#) for further information.

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule. Students who wish to request a schedule change must conference with the counselor and have authorization from the principal. No schedule changes shall be made after the first week of the new semester unless authorized by the principal.

Era High School reserves the right to cancel a course listed in this handbook if pre-registration indicates that there will be an insufficient number of participants. Many elective courses listed will not be offered on an annual basis. All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

[See **Schedule Changes** on page 69 for information related to student requests to revise their course schedule.]

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

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

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning:

- Automatic college admission, the
- Curriculum requirements for financial aid, and the
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program and the Texas First Scholarship Program.

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See also **Class Rank/Highest Ranking Student** on page 33 for information specifically related to how the district calculates a student's rank in class, and **Graduation** on page 51 for information associated with the foundation graduation program].

[See **Students in the Conservatorship of the State** (Foster Care) on page 22 for more information on assistance in transitioning to higher education for students in foster care].

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in courses taught in conjunction and in partnership with North Central Texas College, which may be offered on or off campus.
- Enrollment in courses taught at other colleges or universities; and

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

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

Grade Point Averages

For the purpose of determining a grade point average for college entrance and scholarship requirements, all courses shall carry grade points, in accordance with the following scale. Grade point averages will be reported on transcripts. However, grade point averages on a 4-point scale are not weighted, and will not be used to determine class rank or honor graduates.

Grade	Grade Points
90-100	4.0
80-89	3.0
70-79	2.0
Below 70	0.0

Transfer Grades

In the event a numerical value cannot be obtained for a letter grade from another school district or academic institution, local numeric grades will be assigned for courses as follows: 1. Grades recorded as A-, A, or A+ shall be assigned as 92, 95, or 98 respectively; 2. Grades recorded as B-, B, or B+ shall be assigned as 82, 85, or 88 respectively; 3. Grades recorded as C-, C, or C+ shall be assigned as 75, 77, or 79 respectively; 4. D-, D, or D+ shall be assigned as 70, 72, or 74 respectively; and 5. Grades translated to have a value below the numerical value of 70 shall be considered failing and shall be assigned the value of 65.

Courses transferred from other districts shall be considered regular level courses, unless otherwise identified and documented. All transfer grades in the foundation curriculum shall be accepted for class rankings. However, honors weight shall be awarded to grades transferred for honors courses only when the same honors course is offered at Era ISD. [See [EIC \(LOCAL\)](#) for further information.]

Weighted (Honors) Classes

All courses in the high school curriculum are assigned a weighted level, either “Honors” or “Regular.” Grades received in “Honors” classes will be assigned a 10-point weight for the purposes of determining class rank and honor graduates. Report cards and transcripts will reflect the actual grade earned (the additional ten points will not appear on report cards or transcripts); however, Honors courses will be denoted on the transcript with an “H” and the ten points will be included in the process for determining GPA and class rank.

In order to ensure that each student in a particular grade level has the same opportunity to receive honors credit for taking the same courses as his/her peers, the only courses that will be given honors credit will be certain dual credit courses (see below). Courses which were assigned honors credit at a different high school may not be assigned honors credit when entered on an Era High School transcript. Courses which have been previously taken at Era High School may not be taken again for dual credit in an effort to receive honors credit or raise a grade point average. Once credit has been assigned on a transcript for a course, it cannot be taken again to increase a grade point average.

It is not the intent of Era ISD to encourage taking dual credit courses for the purposes of increasing grade point average and/or class rank. Applicable courses taken for dual credit shall be weighted as Honors. Therefore, courses taken as dual credit will be considered local credit and will not count toward a student’s GPA.

Not all dual credit courses will carry honors credit. Only those courses which are listed below as **honors** dual credit will be given honors credit. Before taking a dual credit course, a student should ask the counselor or principal whether or not honors credit will be awarded.

The following classes are accepted as **honors** dual credit: English III/English IV (1301 & 1302), U.S. History, Government & Economics, Speech, and/or College Algebra/College Trigonometry/Statistics (Pre-Calculus credit).

[For more information, contact Mr. John Erwin, the school counselor and [EIC\(LOCAL\)](#)].

Dual Credit

The dual credit program allows EHS students the opportunity to take college level academic courses and receive both high school and college credit. Junior and senior students may participate in these courses with permission from the EHS principal. Courses are offered on-site/online through North Central Texas College, at North Central Texas College, or through [Edgenuity](#).

Students must meet entrance requirements outlined by the college or university. Students will also have to adhere to the schedule of the course provider, even when it conflicts with the local school schedule. Students are responsible for all college related expenses including books, tuition, and fees, except as outlined in the paragraph below. Dual credit courses in which a grade of 3.0 is earned will count as advanced measures for the distinguished graduation plan.

The following classes are accepted as dual credit: English III & IV (1301 & 1302), Health, U.S. History, Government & Economics, Speech, Fine Arts (by approval), Vocational classes, College Algebra/College Trigonometry/Statistics (Pre-Calculus credit), Spanish (Spanish III or Spanish IV credit ...to be determined by the principal on a case-by-case basis), or other courses as approved by the principal on a case-by-case basis.

Era ISD may pay some or all tuition and fees for students taking dual or concurrent enrollment classes through distance learning at the high school level. See the counselor for information.

** Students taking dual credit courses shall be responsible for purchasing their own textbooks. See [EHDD\(LOCAL\)](#) for further information.

Credit toward high school graduation for completed courses shall be earned in accordance with district regulations and guidelines. See the counselor for details. Also, see [EHDD\(LOCAL\)](#) for further information. See **Transfer Grades** on page 33 for information on how grades will be placed on a student's transcript in the event a letter grade is earned and a numerical grade cannot be obtained from the college or university.

Grades translated to have a value below the numerical value of 70 shall be considered failing and shall be assigned the value of 65.

Also, if a student fails a dual credit course for the year, the student must retake the course at the high school the following year and will not be allowed to enroll in dual credit courses again. If a student fails a semester of a dual credit course, but did have an average for the year high enough to receive credit for the school year, the student will be allowed to take dual credit courses the following year, but will be required to make a 'B' or above (80 or above) in order to be able to continue taking dual credit courses thereafter. See [EIC\(LOCAL\)](#) for further information.

Communications

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address. A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district. If the parent's contact information

changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes. A parent may update contact information by emailing the school registrar at Myersa@eraisd.net.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed. [See **Safety** on page 65 for more information regarding contact with parents during an emergency situation].

Automated Non-Emergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your phone carrier may apply. If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 68 for information regarding contact with parents during an emergency].

Complaints and Concerns (All Grade Levels)

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

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

Conduct (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator for the elementary campus is Dana Klement, and for the secondary campus is Brian Johnson. The contact information for each campus behavior coordinator is available at www.eraisd.net and is listed below.

Dana Klement	Elementary Principal (PK-5)	klementd@eraisd.net	940-665-5961 x215
Brian Johnson	Secondary Principal (6-12)	johnsonb@eraisd.net	940-665-2201 x214

Deliveries

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

Disruptions of School Operations

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

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

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. Student guests from other schools will be required to complete a form that must be signed by their school principal prior to attending. Forms are available in the secondary principal's office.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Junior/Senior Prom Guidelines

The junior class will be responsible for raising funds, organizing, and hosting the junior/senior prom in the spring semester. Each year, the principal will appoint two or more teachers to the junior class as sponsors. Their role will be to organize and assist with necessary class meetings during the school day, to provide information about potential fundraisers, and to facilitate the deposit and withdrawal of funds from the "due to prom" activity account. All funds raised for the prom must be deposited into the "due to prom" activity account. These funds may be withdrawn through the purchase request process in place at EHS, and may be used only for prom-related expenses. All money left in the account at the end of the school year will remain in the account to cover expenses from future proms.

The junior class is free to organize and host the prom within the following guidelines:

- EHS will provide chaperones for the prom event, including, but not limited to, the junior class sponsors and the high school principal.
- The prom will be conducted in a safe manner and location, and will be completely alcohol- and drug-free.
- The prom site will be chosen from within a 50-mile radius of Era High School, and must be approved by the principal.
- The prom event must be scheduled on a date sometime before the start of the last week of school, and should be scheduled to avoid conflicts with other planned school events as much as possible. This date must also be approved by the principal. Students should be aware that they will not be allowed to receive excused absences if they miss school for prom preparation.

Guests—Only students who have completed at least one semester of High School will be allowed to attend. No Junior High students will be allowed at the prom, unless they are working for the district and approved by the principal. All other guests

must be approved by the high school principal and it shall be necessary for the principal of the guest's high school to complete a recommendation form obtained from the office. Guests will also be required to follow the Era dress requirements for prom.

Behavior—The Student Code of Conduct will be in effect at all times. It will be the responsibility of Era ISD students to inform guests not enrolled at Era High School of the Student Code of Conduct and the expectations for behavior.

Boys' Formal Dress—Formal prom attire may be classified as a tuxedo or dress suit, including a coat and tie.

Girls' Formal Dress—Formal dresses or gowns may be strapless or may feature spaghetti straps. Bare or open backs are acceptable; however, bare stomachs or bare midriffs are not to be more than 2" between the top of the skirt and bottom of the top. Dress shoes or sandals must be worn. Undergarments should not be visible. See-through apparel and gowns or dresses with slits that are above the top of the knee are not permitted. Garments that are extremely tight or extremely low-cut are also unacceptable. Gowns are approved by the Junior class sponsors and if necessary the high school Principal.

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents to talk about college and university admissions and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements. In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Level

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

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

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

[See **Scholarships and Grants** on page 55 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. The elementary counselor is Kristin Martindale for grades PK-5 and John Erwin for grades 6-12. They can be reached at martindalek@eraisd.net or 940-665-5961 ext. 231 and erwinj@eraisd.net or 940-665-5961 ext. 213 respectively. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance. If your child has experienced trauma, contact your respective school counselor for more information.

[See **Mental Health Support** on page 58, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 32 and **Dating Violence** on page 42.]

Course Credit (Secondary Grade Levels Only)

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

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

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home-schooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

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

Credit By Examination For Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

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

The exams offered by the district are approved by the district's board of trustees. The dates on which exams are scheduled will be published in appropriate district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity.

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

Fall Dates:	September 22, 2021	November 17, 2021
Spring Dates:	March 9, 2022	April 27, 2022

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1-5

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

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

Students in Grades 6-12

A student in grade 6 or above will earn course credit if:

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

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

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

The district believes that all students learn best, and their welfare is best served, in an environment free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at www.eraisd.net

[See policy [FFH](#) for more information]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 43.

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

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 13.]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

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

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

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not limited to: touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

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

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to: offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy [FFH](#), the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy [FFI](#) to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy [FFI](#), an investigation of bullying will also be conducted. [See **Bullying** on page 30]

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

Investigation of Report

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

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation. During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Records and Privacy Act ([FERPA](#)). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy [ENG\(LOCAL\)](#).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television. The distance learning opportunities that the district makes available to district students include [Edgenuity](#), correspondence courses through Texas Tech University or The University of Texas, and/or video-conferencing through an Education Service Center.

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

Texas Virtual School Network (TxVSN) (Secondary Grade Levels)

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 48.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TxVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

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

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

School Materials

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

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated the cafeteria bulletin board as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy [FNAA](#).]

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

From Others

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

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

The principal has designated the cafeteria bulletin board as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards and maintain a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following: Dress Code applies at all school sponsored events. Athletic teams and extracurricular organizations may have higher standards than these regarding dress code. Refer to your coach or sponsor's handbook for this information.

- All clothing must be worn in the manner for which it was designed.
- Patches, ornaments, armbands, buttons, insignia, or clothing with sayings or advertisements that are in bad taste, indecent, unpatriotic, or disruptive may not be worn. No clothing that advertises alcohol or drugs will be allowed.
- Clothes must be of sufficient length and style to cover all undergarments. Straps on shirts without sleeves must be at least 2 ½ inches wide (approximately the width of three fingers), and all sleeveless shirts must fit snugly at the armpit.
- Boys may not wear sleeveless shirts during the school day.

- **Shorts, Dresses, Skirts and “skorts” must be no shorter than 3” above the top of the knee. Wind shorts are not allowed.**
 - Shorts and pants should have nothing written across the seat.
 - All secondary students (Grades 6-12) must wear a shirt that is long enough to be tucked-in if requested to do so.
 - Students must have hair that is a natural color (Blonde, Brunette, Black, Brown, Red). Streaks of unnatural hair color will not be allowed.
 - Leggings can only be worn with a long shirt that covers a student's backside.
 - See-through clothing may not be worn.
 - No headwear (caps/hats, hoodies, bandannas, scarves) may be worn in the school building.
 - Male students may not have hair that extends below the shoulder. Hair may not obstruct a student’s vision or a view of the student's face.
 - Mohawks and “Faux Hawks” will not be permitted. If the hair is “spiked”, the “spike” may not stick up more than 1-inch longer than the surrounding hair.
 - Facial hair is not permitted. Sideburns must not extend below the earlobes.
 - Visible body piercings (excluding girls’ earrings) are not allowed. Band-aids may not be used to cover visible piercings.
 - Students are not allowed to wear gauges.
 - No “sagging” pants will be allowed. Belts are required if needed.
 - Tattoos are not allowed to be visible. They must be covered at all times.
 - Students are expressly prohibited from wearing the following articles of clothing at school, including but not limited to:
 - *pajamas or house shoes
 - *wallet (or similar) chains
 - *sunglasses
 - Tears, rips, or holes that show skin, are not allowed higher than three inches above the knee.
 - Garments from or representing another public or private school district other than Era ISD will not be permitted.
- **The principal has final judgment on whether a student is in compliance with dress code standards****

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given a warning and be expected to correct the violation of school dress code. Upon the second offense disciplinary action may be taken. If not corrected or if a second dress code infraction occurs, the student may be assigned to in-school suspension for the remainder of the day.

It will be expected on the first offense and any following offenses that the problem is corrected by the student and return to class. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. Note: If an acceptable change of clothes may not be obtained, the student may be assigned to in-school suspension for the remainder of the day.

A student can request a parent or designee to bring an acceptable change of clothing to the school; however, doing so does not negate consequences if there are multiple offenses. Depending on the severity of the infraction a student may be assigned ISS on the first violation until corrected. Repeat offenses will result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess cell phones; however, these devices must remain silenced during all times of instruction, including during all testing. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 77.]

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

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

When students enter classrooms for instruction, they must follow normal classroom procedures as defined by the teacher’s expectations for classroom behavior and classroom rules. Each teacher’s policy will be specific to that classroom. If a student uses a telecommunications device without authorization during instructional time, the device will be confiscated. In addition, the student may be subject to consequences. Confiscated telecommunications devices that are not retrieved by the student’s parents will be disposed of after notice required by law. [See policy [FNCE](#)].

In limited circumstances and in accordance with the law, a student’s personal telecommunications device may be searched by authorized personnel. [See *Searches* on page 71 and policy [FNE](#).]

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

Instructional Use of Personal Telecommunications and Other Devices

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

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes; may be issued to individual students. Use of these technological resources, which include the district’s network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. Students and their parents should be aware that email and other electronic communications using district computers are not private and will be monitored by district staff. [For additional information, see policies at [CO](#).]

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

End-of-Course (EOC) Assessments

See **Graduation** on page 51, and **Standardized Testing** on page 74.

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.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 74, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; *participation, however, is a privilege, not a right*. Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 78.]

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

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

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

Generally, A student who receives at the end of a grading period a grade below 70 in any academic class may not participate in athletics for three weeks. However; if a student receives a grade of below 70 at the end of a grading period in Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to ten (10) absences not related to district or post-district competition. Students will be allowed an additional three (3) absences to participate in FFA or 4-H activities and a maximum of

(4) absences for state competition. District and post-district competition and stock show days missed due to qualifying for sale will not be considered as part of the ten allowable absences and will be allowed without review. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

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

Cheerleading: It is important to note that before trying out for the cheerleading squad, a student must not have an overall cumulative average in any class below 75 for the school year in which the tryouts will take place, and may not have any six week's grade in any class below a 70. There are other rules, policies, and by-laws specified in the Era ISD Cheerleading Bylaws and Guidelines. A copy of the bylaws and guidelines may be obtained from the secondary school principal's office.

Standards of Behavior: Sponsors of student clubs and performing groups such as the National Honor Society, Beta Club, Cheerleading, FFA, Choir, One-Act Play, UIL Academics, athletic teams, etc. may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Officers and Elections: Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: FFA, HOSA, TAFE, National Honor Society, Beta Club, Student Council, etc.

Fees (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Uniform maintenance fees, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books or textbooks.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See *Buses and Other School Vehicles* on page 78.]
- A maximum fee of \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network ([TxVSN](#)).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the appropriate campus principal. [For further information, see policy [FP](#).]

Fundraising (All Grade Levels)

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

Gang Free Zones (All Grade Levels)

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

Gender Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Grade Level Classification (Grades 9-12 Only)

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

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

Grading Guidelines (All Grade Levels)

Grades

Achievement or progress in pre-kindergarten through second grade shall be reported to parents as Masters Standard, Meets Standard, Approaches Standard, or Does Not Meet Standard. In grades 3 -12, achievement is reported to parents as numerical percentage grades. In grades 3–5, six-week grades will be determined from 50% of the average of all daily grades and 50% of the average of all test grades.

In grades 6-12, six-week grades will be determined from 40% of the average of all daily grades, 45% of the average of test grades, and 15% of the score on a cumulative test given at the end of each six-week grading period. Each teacher will establish guidelines for circumstances in which a student will be allowed to redo an assignment or retake an examination in which the student originally made a failing grade.

[See *Report Cards/Progress Reports and Conferences* on page 67 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state (i.e. Independent Studies in Mathematics—a course in personal finance);
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U. S. History. A student who has not achieved a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. **[See the school counselor for more information on the state testing requirements for graduation].**

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations. In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. [See **Standardized Testing** on page 74 for more information.]

Foundation Graduation Program

Every student in a Texas public school will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include: Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 52.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, unless after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student graduating under the foundation graduation program can also earn performance acknowledgements that will be acknowledged on a student's transcript. Performance acknowledgements are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgements.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits Foundation Graduation Program	Number of Credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4

Science	3	4
Social Studies, including Economics	3	3
Physical Education **	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses: Personal Finance (Senior Students)	1 credit in Independent Studies in Math (This may count as a fourth math credit or as one of the elective credits also), 1 credit in an approved Technology Applications course, and ½ credit in Speech	1 credit in Independent Studies in Math (This may count as a fourth math credit or as one of the elective credits also), 1 credit in an approved Technology Applications course, and ½ credit in Speech
Electives	2 ½	4 ½
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Mathematics (STEM) Business and Industry Public Services Arts and Humanities Multidisciplinary Studies
Total	22 Credits	26 Credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

- Science, Technology, Engineering, and Mathematics (STEM),
- Business and Industry,
- Public Services,
- Arts and Humanities, or
- Multidisciplinary studies

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

In order to help students meet this requirement, Era ISD provides parents and students with a workshop where information over the FAFSA will be presented and families will have the opportunity to work on the FAFSA while the counselor is on site and available to answer questions. For more information regarding this workshop, please contact John Erwin, Secondary Counselor.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a [form](#) provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

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

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

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

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

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area, will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

Mandated State Performance Testing

EHS withholds diplomas from those students who have not met the state performance standards on EOC. Students who have been denied a diploma may continue to take the EOC tests at designated times even if they are not currently enrolled in high school. Students who pass all portions of the appropriate exit level examination after completing high school coursework shall be granted a diploma. Students will only be allowed to participate in one graduation ceremony. Students who participate in graduation ceremonies but have not met all state and local requirements for graduation and continue to take EOC tests, will not be allowed to participate in a second ceremony should they meet the requirements of EOC at a later date.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation. Keep in mind, students will only be allowed to participate in one graduation ceremony.

Students who are eligible to graduate but are assigned to a Disciplinary Alternative Education Program (DAEP) at the end of the school year will not be allowed to participate in graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. If the student was assigned to a disciplinary alternative education placement (DAEP) at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students will be chosen by the graduating class to give the opening and closing remarks. In addition to the opening and closing remarks, the Valedictorian and Salutatorian of the graduating class will also have speaking roles at the graduation

ceremony. Students eligible for speaking roles will be notified by the principal. [See [FNA\(LOCAL\)](#) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 76.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 47.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 34 for more information.

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

Other Scholarship Information

The counselor has information and applications for numerous scholarships and financial aid opportunities. Students and parents should contact the counselor early in the high school years for information and assistance. Students and parents may also visit the Secondary Counselor for information on colleges and testing, and for career exploration opportunities. Significant local, state, and federal scholarship information can also be obtained by accessing the district website at www.eraisd.net.

Students and parents should be aware of their responsibilities in completing and submitting the Free Application for Federal Student Aid (FAFSA) in order to have access to financial aid opportunities. This can be done online at www.fafsa.ed.gov. Another helpful website for financial aid help is the Texas Higher Education Coordinating Board's Center for Financial Aid Information found at www.theccb.state.tx.us. Please contact the counselor for more specific information.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Hazing (All Grade Levels)

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

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the [Student Code of Conduct](#). It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [See **Bullying** on page 30 and policies [FFI](#) and [FNCC](#).]

Health-Physical and Mental

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won’t be attending that day. State rules require schools to exclude students with certain illnesses from school for periods of time. 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.

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

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

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

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

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at: [Affidavit Request for Exemption from Immunization](#) or by writing the [DSHS](#) Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: Diphtheria, tetanus, and pertussis; Measles, mumps, and rubella; Polio; Hepatitis A; Hepatitis B; Varicella (chicken pox), and Meningococcal.

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 60.

A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements. [For further information, see policy [FFAB\(LEGAL\)](#) and the [DSHS](#) website: [Texas School & Child Care Facility Immunization Requirements](#).

Head Lice (All Grade Levels)

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

The district does not require that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent 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 lice from returning.

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

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

Medicine at School (All Grade Levels)

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

In accordance with policy [FFAC](#), the District shall purchase certain nonprescription medications to administer to students in accordance with:

- Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and
- Parental consent given on the emergency treatment form.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under these protocols and permissions.

Except as permitted by law, an employee shall not:

- Recommend to a student or a parent that the student use a psychotropic drug;
- Suggest a particular diagnosis; or

- Exclude the student from a class or a school-related activity because of the parent’s refusal to consent to psychiatric evaluation or examination or treatment of the student.

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.

Asthma and Severe Allergic Reactions

Please Note: 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. See also **Food Allergies** on page 60.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician prescribed medical use only. Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

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

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

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

Teachers and other district employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic

drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of medication that is intended to alter perception, emotion, mood, or behavior.

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide Mental Health Care Service** on page 12 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information.
- **Counseling** on page 39 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 56 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 61 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

In accordance with policies at [EHAB](#), [EHAC](#), [EHBG](#), and [FFA](#), the district will ensure that students in Pre-Kindergarten through Grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the principal.

Junior High/Middle School

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

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

Temporary Restriction from Participating in Physical Education

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

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 the school nurse to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Examinations / Health Screenings

Athletics' Participation (Secondary Grade Levels Only)

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

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

The district requires annual physicals. This examination is required to be submitted annually to the district.

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

For more information, see the UIL's explanation of [sudden cardiac arrest](#).

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures. [See policy [FFAA](#).]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.eraisd.net for information regarding meningitis.

***Note:** Entering college students must now show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 56 for more information.]

Diabetes

In accordance with a student's individual health plan for the 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\(LEGAL\)](#).]

Food Allergies (All Grade Levels)

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

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

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

[See policy [FFAF](#) and **Celebrations** on page 31.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of a student, or as soon as practicable following the diagnosis of seizure disorder for a student. For more information contact the school nurse. For more information, see **A Student with Physical or Mental Impairments Protected Under 504** on page 23.

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

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

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

Health Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The district nurse, Samantha Gerngross, at 940-665-5961 ext. 223
- The campus counselors, John Erwin and Kristin Martindale at 940-665-5961 ext. 213 and ext. 231, respectively.
- The local public health authority, Denton County Public Health, may be contacted at this link: [Public Health Resources](#)
- The local mental health authority, Texoma Community Center, may be contacted at this link: [Local Mental Health Authority](#)

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topic below can be found in the district’s policy manual available at www.eraisd.net.

- 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](#);

The district has developed administrative procedures as necessary to implement the above policies and plans. For further information regarding these procedures, please contact: Dr. Shannon Luis, Superintendent of Schools, luis@eraisd.net, (940) 665-5961 (Ext. 212)

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

During the preceding school year, the district’s School Health Advisory Council held four meetings. Additional information regarding the district’s SHAC is available from school principals and the district level nurse.

Notification of upcoming SHAC meetings will be posted at each campus’ administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.eraisd.net.

[See policies at [BDF](#) and [EHAA](#). See **Human Sexuality Instruction** on Page 12, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 12 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Era ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at [FFA\(LOCAL\)](#) and corresponding plans and procedures to implement the policy. For questions about the content or implementation of the district’s wellness policy and plan, please contact the district nurse, Samantha Gerngross, at 940-665-5961 ext. 223.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student’s identity, where a child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel in regard to a student who is required to register as a sex offender.

[For further information, see policy [GRAA\(LEGAL\)](#).]

Leaving Campus (All Grade Levels)

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

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

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.

For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return if the student returns the same day. Documentation regarding the reason for the absence will be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student

was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Era ISD has a closed campus. Students are not allowed to leave campus during lunch and are not allowed to leave campus to get lunch to bring back to the campus to eat.

Parents may bring lunch to the cafeteria for their children, but may not, under any circumstances, bring lunch for other children. Students are not allowed to share a lunch brought from outside the school with other students.

Students and/or parents who violate this policy will lose the privilege of bringing their child lunch at school.

At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

See Era ISD Grading Guidelines at www.eraisd.net.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

A student in elementary or middle/junior high school who is removed to a disciplinary alternative education program (DAEP) during the school year will have the opportunity to complete all daily assignments and coursework while in DAEP. The student will be promoted to the next grade level if the student meets all requirements for promotion.

[See **Grades** on page 50 and **Promotion and Retention** on page 67 for more information.]

Grades 9-12

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Non-discrimination Statement

In its efforts to promote non-discrimination and as required by law, Era Independent School 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 CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

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

In accordance with Title IX, the district does not and is required not to discriminate based on sex in its education programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Shannon Luis, Superintendent of Schools, luis@eraisd.net, (940) 665-5961 (Ext. 212)

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

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinators:
 - Grades PK-5: Kristin Martindale, Counselor, martindalek@eraisd.net, 940-665-5961 (Ext. 231)
 - Grades 6-12: John Erwin, Counselor, erwinj@eraisd.net, 940-665-5961 (Ext. 213)
- For all other concerns regarding discrimination: See the Superintendent, Dr. Shannon Luis.

[See policies [FB](#), [FFH](#), and [GKD](#).]

Parental and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See *Academic Counseling* on page 39.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at (940) 665-5961 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See *Report Cards/Progress Reports and Conferences* on page 67.]
- Becoming a school volunteer. [For further information, see policy [GKG](#) and **Volunteers** on page 80, or contact Dana Klement in the elementary office at (940)665-5961 x 215, or Brian Johnson in the secondary office at (940)665-5961 x 214.]
- Participating in campus parent organizations. Parent organizations include: Era PTO, Athletic Booster club, etc.
- Serving as a parent representative on the district-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at [BQA](#) and [BOB](#), and contact the principal’s office.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at [BDE](#), [EHAA](#), [FFA](#), and information in this handbook at *School Health Advisory Council (SHAC)* on page 62.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. Board meetings are held in the high school conference room adjacent to the cafeteria and across from the high school office on the third Monday of every month and start at 6:00. An agenda for a regular or special meeting is posted no later than 72 hours before each board meeting across from the high school administrative office and can be found at www.eraisd.net. [See policies at [BE](#) and [BED](#) for more information.]

Parking Procedures (Secondary Grade Levels Only)

A student must present a valid driver’s license and proof of insurance to be eligible to park on campus. This information is collected during student registration. Students will not be permitted to:

- Speed,
- Double-park,
- Park across a white or yellow line,
- Parking in a fire lane,
- Sit (loiter) in parked cars before, during, and after school hours.

Seniors are provided the opportunity to paint their spot for a fee of \$25. Seniors will need to submit drawing proposals to the high school office for approval BEFORE painting is started. All designs must adhere to SCOC (Student Code of Conduct) expectations. Parking spots will be monitored and photographed to ensure standards and expectations are being met.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules. Please review parking expectations at the following link: [Era Secondary Parking Expectations](#)

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 17.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, State law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the **first class period** when September 11 falls on a regular school day. [See policy [EC](#) for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Pre-Kindergarten-Grade 3

A parent may request in writing that a student repeat pre-Kindergarten, Kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle/Junior High-Grade Levels

In grades pre-K-2, promotion to the next grade level will be based on consideration of multiple factors including: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, and overall percentage of standards at the Approaches Standard level (or higher) as reported on report cards.

In grades 3-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in at least 75% of the courses taken in the four following areas: language arts (English, reading, writing, and spelling), mathematics, science, and social studies.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9-12 will advance to a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 50.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 51 and **Standardized Testing** on page 74 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 63.]

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

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 6 weeks. At the end of the first three weeks of a grading period, parents will receive a progress report of their child's performance in any course/subject area. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 65 for how to schedule a conference.] Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy [EIA\(LOCAL\)](#) and **Grading Guidelines** on Page 50.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with [ENG\(LOCAL\)](#). The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may use an electronic program to communicate academic information about your child, including report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the [Student Code of Conduct](#), as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by clicking on the following link for anonymous reporting: www.eraisd.net.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE)

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

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

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

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, there is a delayed opening, or there is a need to restrict access to the building because of an emergency, the district will alert the community by utilizing a callout system which will automatically call two phone numbers for each child enrolled in the district with emergency information. The program will send out information via email to the email addresses supplied to the district by the parents. It is essential that all contact information is current, or important information will not make its way to parents. The district will post information on Facebook and the district's website, www.eraisd.net. All delays and closings will be announced by 7:00 a.m. and may be subject to change. (Example: A delay until 10:00 a.m. changes to a closing).

[See **Automated Emergency Communications** on page 37 for more information]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 74.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

All schedule requests will be reviewed at the earliest possible time each semester. Mr. Erwin, the secondary counselor, will set the expectations for this need. Schedule changes will only be allowed during the first week of school. All Changes must be approved by Mr. Erwin.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Jereme Dietz, the district's designated asbestos coordinator at (940) 665-5961 extension 264.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with the standards set forth in state and federal law. Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program ([CHIP](#)) unless the student's parent notifies the district that a student's information should not be disclosed. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. See the front office of both the elementary and secondary campuses to apply for free or reduced-price meal services. [See [CO](#) for more information.]

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies 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 campus principal. [See policies at [CO](#) and [FFA](#)].

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the U. S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior

to pesticide application inside their child's school assignment area may contact superintendent, Jereme Dietz, the district's IPM coordinator at (940) 665-5961 extension 264.

Conduct Before and After School (All Grade Levels)

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

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during regular school hours:

- 7:30-7:55
- During respective lunch periods
- Activity Period

Use of Hallways during Class Time (All Grade Levels)

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

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus. The cafeteria is open daily to students before school beginning at 7:15 a.m. After dismissal from school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy [FNAB](#), students must leave campus immediately.

Meetings of Non-curriculum Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy [FNAB\(LOCAL\)](#). A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with the law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in the personal property or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district. These are the property of the district and are provided for student use as a matter of convenience. District property is subject search or inspection at any time without notice. Students have no expectation of privacy in district property. Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy [CO](#) for more information.]

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

[See policy [ENF\(LEGAL\)](#) and **Electronic Devices and Technology Resources** on page 47 for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in the area that is going to be screened such as a classroom, backpack, locker, or vehicle. If a dog alerts on an item or area it may be searched by district officials

Drug Testing (9th – 12th Grade Students Only)

Any student in grades 9-12 desiring to participate in the district's school-sponsored extracurricular programs must consent to mandatory random drug testing. "School sponsored extracurricular activity" means, without limitation, all interscholastic athletics, cheerleading, academic clubs, special interest clubs, musical performances, dramatic productions, student government, fine arts organizations, industrial technology and agricultural organizations, and any other activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of Era ISD. Provided

that the district has received parental consent, students not involved in extracurricular activities will be allowed to enter the program, as well.

All students included in the program will be required to submit to an initial (mandatory) screening at the beginning of each school year and subjected to random testing throughout the course of the school year. Students must provide the district with written consent signed by both the student and parent/guardian. As students enter the program throughout the school year, one mandatory screening will be required. The district will contract with a certified drug-testing laboratory to conduct testing of students' urine samples. The names of students to be tested will be selected randomly by the vendor for each testing occurrence using a Student ID number or Social Security Number. Under no circumstances will human interference be allowed to alter the randomized nature of student selection.

Using urine samples, the drug testing vendor will be able to detect the presence of drugs taken prior to the test. If a student has been taking medication, he/she will need to record the type of medication being taken at the time of the test. Should a drug in this medication be detected, the district and/or Medical Review Officer will request a copy of a prescription. A "chain of custody" procedure will be used to monitor the identity and integrity of the sample throughout the collection, transportation, and testing process. The drug testing vendor will provide the personnel to conduct the collecting, transportation, and testing as well as randomly selecting the participants to be tested.

Testing results shall be kept confidential and disclosed only to the student, his or her parents/guardians, and school officials designated by the superintendent. Confidentiality shall be maintained at all levels. Results shall not be placed in student records. No action shall be taken by the school against a student with a positive test result other than suspension from participating in extracurricular activities. Students shall not be restricted from participation in any other student activities or penalized in any other way. A student who refuses to be tested when selected or who is determined to have tampered with a sample shall be deemed to have a positive test result and shall be subject to the appropriate consequences. The penalties for positive test results will be as follows:

Step 1: First Positive Test:

- The student and parents/guardians will participate in a mandatory conference with the district's administrator and/or Campus Principal.
- The student will be suspended from participation in extracurricular activities for 30 calendar days.
- The student will retest at the end of the period of suspension and must have a negative result and will also be retested on each of the next 3 random test dates. Consequences from a positive drug test at the end of a school year will be administered at the beginning of the next school year if time is remaining on the suspension. The student will be allowed to participate in practices, but not in any competitive activities or performances.

Step 2: Second Positive Test:

- The student and parents/guardians will participate in a mandatory conference with the district's administrator and/or Campus Principal.
- The student will be suspended from participating in extracurricular activities for 180 calendar days.
- The student will retest at the end of the period of suspension and must have a negative result and will also be retested on each of the next 3 random test dates. Consequences from a positive drug test at the end of a school year will be administered at the beginning of the next school year if time is remaining on the suspension. The student will not be allowed to participate in any practices.

Step 3: Third Positive Test:

- The student is permanently suspended from participation in the district's extracurricular activities.

Students desiring to appeal the consequences of a positive test shall follow the appeals procedures outlined in board policy [FNG \(Legal\)](#) and [FNG \(Local\)](#). For more information regarding the Era ISD drug testing program, please contact the superintendent or high school principal. [For further information, see policy [FNF\(LOCAL\)](#). Also see **Steroids** on page 58.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission is

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

Students who will be parking a vehicle in the school parking lot must first register their vehicle(s) in the high school office. Vehicle registration forms are available in the high school office. Please see the parking rules and regulations for Era ISD at www.eraisd.net. Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. Again, students should have no expectations of privacy in their vehicles while they are on campus. The speed limit on all areas of the campus is 10 mph. Failure to adhere to the speed limit or other vehicle guidelines may result in loss of campus parking privileges.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on Page 42.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, bilingual students, migrant students, English l learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the program coordinators, or the campus principals.

A student who has or is at risk for dyslexia or related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

Standardized Testing

Secondary Grade Levels

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

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

Note: Participation in these assessments may qualify a student to receive performance acknowledgement on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the ACT or SAT also makes the student eligible for automatic admission to a Texas public institution of higher education. The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the school counselor for details.

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student’s parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student’s parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC’s educational plan. See **Complaints and Concerns (All Grade Levels)** on page 35 and [FNG\(LOCAL\)](#).

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Junior High School Students

For a junior high-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a junior highschool student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student’s educational goals,
- Address the parent’s educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy [EIF\(LEGAL\)](#) for more information.]

For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

[See **Personal Graduation Plans** on page 51 for information related to the development of personal graduation plans for high school students.]

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

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

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

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

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

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

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

[See **Graduation** on page 51 for additional information.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district. Please contact Ann Myers, who has been designated as the district’s foster care liaison, at (940) 665-5961 extension 225 with any questions. [See **Students in the Conservatorship of the State** on page 22 for more information.]

Students Who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the district’s homeless education liaison, Ann Myers at (940) 665-5961 extension 225.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: 1) Football games; and 2) Opening announcements and greetings for the school day. Students are eligible to introduce these events if they are captains of the football team, and/or National Honor Society officers. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy [FNA\(LOCAL\)](#).

[See policy [FNA\(LOCAL\)](#) regarding other speaking opportunities and **Graduation** on page 51 for information related to student speakers at graduation ceremonies.]

Summer School (All Grade Levels)

High school students failing a class may attend summer school, where available, in order to make up credits. Era ISD may not provide summer school opportunities every year. Information regarding summer school classes will be made available in the spring semester.

Tardies (All Grade Levels)

A student is considered tardy if they are not in their seat when the bell has rung designating the beginning of class. Oversleeping, car trouble, and missing the bus are not acceptable excuses for being late to school. A student who is tardy to class may be assigned to detention. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Please Note:

A student absent from school for more than half the day, other than for a documented health care appointment, may not be allowed to participate in school-related activities on that day or evening. Exceptions will be made only at the discretion of the principal.

In Secondary, a student who is tardy to class by more than 20 minutes will be counted absent.

In Elementary, students are considered absent after 9:50 a.m. If they are tardy after this time, it will be an unexcused absence. Elementary students will be required to make up tardy time during recess, P.E., or music.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy [EFA](#).

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 70.

Transfers (All Grade Levels)

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

[See **Safety Transfers/Assignments** on page 21, **Bullying** on page 30, and **A Student Who Has Learning Difficulties or Who Needs Special Education Services** on page 23 , for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

See **School-Sponsored Field Trips** on page 71 for more information.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students (under some circumstances, involving student safety, the district may permit students who live within two miles of the school to use school transportation).

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Jeremy Dietz at (940) 665-5961 ext. 212, or either campus secretary.

[See *the Student Code of Conduct* for provisions regarding transportation to the DAEP.]

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

- Always follow the driver's directions.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- No eating, drinking, or chewing gum on the bus without driver approval. Water bottles will be permitted.

- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked. *See the Student Code of Conduct for provisions regarding transportation to the DAEP.*]

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, may make a written request for the district to place video and audio recording equipment in a classroom in certain self-contained special education classrooms. The district will provide notice to placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment the district has designated Dr. Shannon Luis to coordinate the implementation of and compliance with this law.

[See [EHBAF\(LOCAL\)](#)].

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 14.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. Principals and other designated authorities are authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school, or to request an unauthorized person or any person engaging in unacceptable conduct to leave the school grounds.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the main office first. Students from other school districts are generally not allowed on campus unless they are here as a result of a planned activity which requires their attendance. From time to time, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior or violations of student privacy will not be permitted. Student visitors are expected to comply with the Era Student Code of Conduct and Dress Code rules.

Unauthorized Persons

In accordance with [Education Code 37.105](#), a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with [FNG\(LOCAL\)](#) or [GF\(LOCAL\)](#). [See also Student Code of Conduct].

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On certain days, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus secretary for more information and to complete an application. The elementary campus secretary is Mrs. Melinda Dean, (940) 665-5961 extension 220, deanm@eraisd.net. The secondary campus secretary is Mrs. Anesa Huddleston, (940) 665-5961 extension 210, huddlestona@eraisd.net.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal, and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, also referred to as **supplemental instruction**, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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