

Temple ISD
Middle School and High School
Parent and Student Handbook

20201–20212 School Year



www.tisd.org

Our Vision

To instill the value of learning in each student, and prepare them
to be future leaders of society

Our Mission

To inspire, motivate and empower students to reach their
maximum potential

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Temple ISD is constantly monitoring the situation with COVID-19 and we will update this handbook as needed based on the most current information, data and resources available to the District from the Texas Education Agency (TEA), University Interscholastic League (UIL), Centers for Disease Control and Prevention (CDC) and local health officials.

NOTE: As the situation with COVID-19 evolves, the guidance in this document may be temporarily modified per directives / orders given by state and local officials.

Table of Contents

Table of Contents	6
Preface	16
Section I: Parental Rights	18
Consent, Opt-Out, and Refusal Rights	18
Consent to Conduct a Psychological Evaluation	18
Consent to Display a Student’s Original Works and Personal Information	18
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14.	18
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law	19
Limiting Electronic Communications with Students by District Employees	19
Objecting to the Release of Directory Information	19
Objecting to the Release of Student Information to Military Recruiters and Institutions of High Education	20
Participation in Third-Party Surveys	20
Consent Required Before Student Participation in Federally Funded Surveys, Analysis, or Evaluation	20
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	21
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	22
Human Sexuality Instruction	22
Reciting a Portion of the Declaration of Independence in Grades 3-12	23
Reciting the Pledges of the U.S. and Texas Flags	23
Religious or Moral Beliefs	23
Tutoring or Test Preparation	23
Right of Access to Student Records, Curriculum Materials, and District Records/Policies	23
Instructional Materials	23
Notices of Certain Student Misconduct to Noncustodial Parent	24
Participation in Federally Required, State-Mandated, and District Assessments	24

Temple ISD Middle School and High School Parent and Student Handbook

Student Records	24
Accessing Student Records	24
Authorized Inspection and Use of Student Records	25
Teacher and Staff Professional Qualifications	28
Students with Exceptionalities or Special Circumstances	28
Children of Military Families	28
Parental Role in Certain Classroom and School Assignments	28
Multiple Birth Siblings	28
Safety Transfers/Assignments	28
Service/Assistance Animal Use by Students	29
A Student In Conservatorship of the State (Foster Care)	29
A Student Who Is Homeless	30
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services	31
Special Education Referrals	31
Contact Person for Special Education Referrals	32
Section 504 Referrals	32
Contact Person for Section 504 Referrals	32
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Student in General Education	32
A Student Who Receives Special Education Services with Other School-Aged Children in the Home	32
A Student Who Speak a Primary Language Other than English	33
A Student with Physical or Mental Impairments Protected Under Section 504	33
Section II: Other Important Information for Students and Parents	34
Absences/Attendance	34
Compulsory Attendance	34
Age 19 and Older	34
Between Ages 6 and 19	34
Exceptions to Compulsory Attendance	35
All Grade Levels	35
Secondary Grade Levels	35
Failure to Comply with Compulsory Attendance	36
All Grade Levels	36

Temple ISD Middle School and High School Parent and Student Handbook

Students with Disabilities	36
Age 19 and Older	36
Between Ages 6 and 19	36
Attendance for Credit or Final Grade	37
Makeup Days/Hours for Regaining Course Credit Due to Excessive Absences	38
Attendance Appeals Process	38
Extracurricular and Co-curricular Absences	39
Official Attendance-Taking Time	39
Documentation after an Absence	39
Doctor’s Note after an Absence	40
Driver License Attendance Verification	40
Accountability under State and Federal Law	40
Academic Achievement Record	41
Academic Dishonesty	41
Armed Services Vocational Aptitude Battery Test	41
Awards and Honors (Temple High School)	41
Valedictorian and Salutatorian	41
Senior Honors	42
Top 10% Guidelines	42
Awards and Honors (Middle Schools)	42
Honors Awards	42
Perfect Attendance Award	43
National Junior Honor Society	43
Middle School Top 10%	44
Bullying	44
Career and Technical Education (CTE) Programs	46
Celebrations	46
Change of Address	47
Child Sexual Abuse and Other Maltreatment of Children	47
Class Rank/Highest-Ranking Student (Temple High School)	48
GPA Calculation	49
Class Schedules	50
Closed Campus Policy	50
Senior Lunch Exception for THS	50
College and University Admissions and Financial Aid	50

Temple ISD Middle School and High School Parent and Student Handbook

College Credit Courses	. . . . .	51
College Visits	. . . . .	52
Communications – Automated	. . . . .	52
Emergency	. . . . .	52
Nonemergency	. . . . .	52
Complaints and Concerns	. . . . .	52
Conduct	. . . . .	53
Applicability of School Rules	. . . . .	53
Campus Behavior Coordinator	. . . . .	53
Backpacks	. . . . .	53
Display of Affection	. . . . .	53
Disruptions of School Operations	. . . . .	54
After-School Detention / Saturday School	. . . . .	54
In-School Suspension and Out-of-School Suspension	. . . . .	55
Long-Term ISS Assignments	. . . . .	55
Field Trips / Extracurricular Events	. . . . .	56
Food and Drinks	. . . . .	56
Gangs	. . . . .	56
Hall Passes	. . . . .	56
Hall Sweeps	. . . . .	56
Skateboards	. . . . .	57
Smoking and Tobacco	. . . . .	57
Social Events	. . . . .	57
Zero Tolerance	. . . . .	57
Counseling	. . . . .	58
Academic Counseling	. . . . .	58
Middle School Grade Levels	. . . . .	58
High School Grade Levels	. . . . .	58
Personal Counseling	. . . . .	59
Course Credit	. . . . .	59
Credit by Examination – If a Student Has Taken the Course / Subject	. . . . .	60
Credit by Examination for Advancement / Acceleration – If a Student Has Not Taken the Course / Subject	. . . . .	60
Dating Violence, Discrimination, Harassment, and Retaliation	. . . . .	61
Dating Violence	. . . . .	61
Discrimination	. . . . .	62

Temple ISD Middle School and High School Parent and Student Handbook

Harassment	62
Sexual Harassment and Gender-Based Harassment	62
Retaliation	63
Reporting Procedures	63
Investigation of Report	63
Distance Learning	64
Texas Virtual School Network (TxVSN)	64
Distribution of Literature, Published Materials, or Other Documents	64
School Materials	64
Nonschool Materials	65
From Students	65
From Others	65
Dress and Grooming	66
Edwards Academy Enrollment Process	68
Identification	68
Application	68
Electronic Devices and Technology Resources	68
Electronic Communication Devices and State Testing	68
Possession and Use of Personal Telecommunication Devices, Including Mobile Telephones	69
Possession and Use of Other Personal Electronic Devices	69
Instructional Use of Personal Telecommunications and Other Electronic Devices	70
Acceptable Use of District Technology Resources	70
Temple ISD Technology Use Agreement	70
Unacceptable and Inappropriate Use of Technology Resources	73
English Language Learners	73
Extracurricular Activities, Clubs, and Organizations	74
Standards of Behavior	75
Office and Elections	75
Family / Student Access to Skyward	76
Fees	76
Fines	77
Fundraising	77
Gang-Free Zones	77
Grade-Level Classification	77

Temple ISD Middle School and High School Parent and Student Handbook

Grading Guidelines	78
Zeros	78
Computing Grades	78
Temple High School	78
Middle School	79
Makeup Work Due to Absences	79
Late Work / Makeup for Failing Grades	80
Semester Exams for Middle Schools	80
Semester Exams for Temple High School	80
Semester Exam Exemption Policy for Temple High School	80
Graduation	81
Requirements for a Diploma	81
Testing Requirements for Graduation	82
Foundation Graduation Program	82
Credits Required	83
Available Endorsements	84
Personal Graduation Plans	84
Available Course Options for All Graduation Programs	85
Certificates of Coursework Completion	85
Students with Disabilities	85
Graduation Activities	86
Graduation Speakers	86
Graduation Expenses	87
Scholarship and Grants	87
Early Graduation	87
Hazing	87
Health-Related Matters	88
Student Illness	88
Bacterial Meningitis	89
Chronic Medical Problems	89
Diabetes	89
Excuse from Physical Education	89
Food Allergies	90
Head Lice	90
Medical Guidelines	90
Physical Activity Requirements	91

Temple ISD Middle School and High School Parent and Student Handbook

Middle School	91
Health-Related Resources, Policies and Procedures	91
Physical and Mental Health Resources	91
Policies and Procedures that Promote Physical and Mental Health	91
School Health Advisory Council (SHAC)	92
Student Wellness Policy / Wellness Plan	92
Other Health-Related Matters	92
Physical Fitness Assessment	92
Vending Machines	93
Tobacco and E-Cigarettes Prohibited	93
Asbestos Management Plan	93
Pest Management Plan	93
Homeless Students	93
Homework	94
Immunization	94
Law Enforcement Agencies	96
Questioning of Students	96
Students Taken Into Custody	97
Notification of Law Violations	97
Leaving Campus	98
During Lunch	99
At Any Other Time During the School Day	99
Loitering	99
Student Location / Unsupervised Area	99
Lost and Found	100
Makeup Work	100
Makeup Work Because of Absence	100
Opportunity to Complete Courses	101
Alternative Means to Receive Coursework	101
Medicine at School	101
Mental Health Support	103
Nondiscrimination Statement	103
Parent and Family Engagement	104
Working Together	104
Parking / Vehicles on Campus	105

Temple ISD Middle School and High School Parent and Student Handbook

Physical Examinations / Health Screenings	107
Athletics' Participation	107
Other Examinations and Screenings	107
Spinal Screening Program	107
Pledges of Allegiance and a Minute of Silence	108
Prayer	108
Promotion and Retention	108
Middle School Grade Levels	108
High School Grade Levels	109
Report Cards / Progress Reports and Conferences	110
Safety	110
Accident Insurance	111
Articles: Lost or Stolen	111
Articles: Money, Valuables, Etc.	111
Drug and Safety Information Tip Line	111
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	111
Preparedness Training: CPR and Stop the Bleed	112
Emergency Medical Treatment and Information	112
Emergency School-Closing Information	112
Schedule Changes	113
School Facilities	113
Use by Students Before and After School	113
Food and Nutrition Services	114
Free and Reduced Meal Program and Benefits	114
Meal Charge Policy	115
Library	115
Deliveries	115
Meeting of Noncurriculum-Related Groups	116
Searches	116
District Property	116
Searches in General	116
Lockers	116
Telecommunications and Other Electronic Devices	117
Trained Dogs	117
Random Drug Testing	117

Temple ISD Middle School and High School Parent and Student Handbook

Special Programs	117
Standardized Testing	117
SAT / ACT (Scholastic Aptitude Test and American College Test)	117
TSI (Texas Success Initiative) Assessment	118
STAAR (State of Texas Assessment of Academic Readiness)	118
Grades 3-8	118
High School Courses – End of Course (EOC) Assessments	118
Steroids	119
Students in Foster Care	119
Student Speakers	120
Substance Abuse Prevention and Intervention	120
Suicide Awareness	120
Tardies	120
Textbooks, Electronic Textbooks, Technological Equipment, and Other	
Instructional Materials	120
Transfers	121
Transportation	121
School-Sponsored Trips	121
Buses and Other School Vehicles	121
Vandalism	122
Video Cameras	123
Visitors to the School	123
General Visitors	123
Unauthorized Persons	123
Visitors Participating in Special Programs for Students	124
Registered Sex Offenders on District Premises	124
Volunteers	124
Voter Registration	124
Withdrawing from School	124
Glossary	125
Appendix: Freedom from Bullying Policy	128

Preface

To Students and Parents:

Welcome to the new school year! Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Temple ISD Middle School and High School Parent and Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Students and Parents is organized alphabetically by topic. Where applicable, it is divided by age and/or grade levels.

Unless otherwise noted, the term “parent” refers 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.

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the principal’s office at each campus.

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

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

Temple ISD Middle School and High School Parent and Student Handbook

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

The District's official policy manual is available for review in the district administration office and an unofficial electronic copy is available at www.tisd.org.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Jennie Mathesen, Director of Special Education, at (254) 215-6844.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

~~The District has also established procedures for staff to notify the counselor or administrator regarding a student who may need intervention.~~

Consent to 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 course 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.
- Use the District's grievance procedure concerning a complaint.

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.

Consent Before Instruction

Before a student receives human sexually 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.

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 campus administration will notify the student's parent within a reasonable amount of time after learning that a student has displayed early warning signs and provide information about available counseling options.

The District has also established procedures for staff to notify campus administration regarding a student who may need intervention.

The campus administration can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

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

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include

personally identifiable student information. Student work includes artwork, special projects, photographs, original videos or voice recordings and other original works.

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

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

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

Consent to Video or Audio Record a Student When Not 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 any other 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.

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 related to class work, homework, and tests. A parent is welcome to 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 the extracurricular activity. The employee is required to include his or her immediate supervisor ~~the student's parent as recipients~~ on all text messages.

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the District to disclose appropriately designated “directory information” from a student’s education records without written consent. “Directory information” is information, that, if released, is generally not considered harmful or an invasion of privacy. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for 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 this information. Any objection must be made in writing to the principal or Temple ISD Office of Communications within ten school days of your child’s first day of instruction for this school year.

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.

As allowed by state law, the District has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the District has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of student; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of your child’s information for these school-sponsored purposes, the school will not to ask permission each time the District wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the District has identified the following as directory information: student name and address. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education

Unless a parent has advised the District not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the District to comply with requests by a military recruiter or an institution of higher education for students' names, addresses, and telephone listing.

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.

Participation in Third-Party Surveys

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

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

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

- Income, except when the information is required by law and will be used to determine the student's eligibility ~~for 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, ~~analysis, or evaluation.~~

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

~~The PPRA gives parents the right to receive notice and an opportunity to opt a student out of: The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education. A parent has a right to deny permission for his or her student's participation in:~~

- ~~Any survey concerning the private information listed above, regardless of funding.~~
- ~~School a~~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 ~~and scheduled~~ by the school ~~or its agent in advance~~ and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law.

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 ED 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

Human Sexuality Instruction

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

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

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

- ~~• Present abstinence from sexual activity as the preferred choice 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.~~

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

~~Temple ISD has selected the Worth the Wait[®] abstinence-based sex education curriculum to be implemented beginning in the sixth grade and continuing through eighth grade. Provided by Scott & White Hospital, the Worth the Wait[®] curriculum provides factual, age-appropriate information that helps students understand that abstinence is the expected standard for teens. As students advance from grade to grade, they receive more detailed information and learn lessons that build upon knowledge acquired in previous years.~~

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

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

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.

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

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs. The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on informal observations, evaluative data such as grades earned on assignments or test, 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 local policy, districts must obtain parental permission before removing, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

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

Instructional Materials

A parent has a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered whether instruction is delivered in-person, virtually, or remotely.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her student's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion.

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 student's participation in required assessments.

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your student, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your 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 (FERPA) affords parents and eligible students certain rights regarding student education records. For purposes of student records, an “eligible” student is anyone age 18 or older or who is attending an institution of postsecondary education. These rights are the right to:

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

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

- For more information about how to file a complaint, see <https://studentprivacy.ed.gov/fine-a-complaint>

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

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

Inspection and release of student records is restricted to an eligible student or a student’s parents ~~—whether married, separated, or divorced—~~ unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. 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, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate education 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

- ~~B~~When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals;

- ~~T~~Teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff);

- ~~A~~a person or company with whom the District has contracted or allowed to provide a specific particular 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~~a person appointed to serve on a team to support the district's safe and supportive school program;

- ~~A~~a parent or student serving on a school committee; or

- ~~A~~a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's

~~case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.~~

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, in certain cases, other child welfare representatives.
- 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 ~~the student~~he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details~~information it has designated as directory information~~

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

The campus principal is custodian of all records for currently enrolled students at the assigned school. The Assistant Superintendent of Student Services is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be reviewed in person~~inspected by a parent or eligible student~~ during regular

school hours. The records custodian or designee will be available to explain the records and to answer questions.

A parent or eligible student who ~~submits, provides~~ a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or 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 address of the Superintendent's Office is 200 North 23rd Street, Temple, Texas 76504.~~

~~The addresses of the campus principals' offices are listed at the beginning of this document.~~

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 in the record is inaccurate. If the District denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading guidelines.

The District's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available from the principal's or Superintendent's Office or on the District's website at www.tisd.org.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her student's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; 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 student.

Students with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

State law permits a parent of multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus to request in writing that the children be placed either in the same classroom or in separate classrooms. Written requests must be submitted by the 14th day after the students' enrollment.

Safety Transfers/Assignments

The Board of its designee will honor a parent's request to transfer his or her student to another classroom or campus if the District has determined that the student 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. The Board will consult with the parent of the student who has engaged in bullying before deciding to transfer the student to another campus.

Transportation is not provided for a transfer to another campus.

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

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

~~A parent may:~~

- ~~• Request the transfer of your student 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.~~
- ~~• Consult with District administrators if the District has determined that the child has engaged in bullying and the Board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.~~
- ~~• Request the transfer of your student to a safe public school in the District if your student attends school at a campus identified by Texas Education Agency as persistently dangerous or if your student has been a victim of a violent criminal offense while at school or on school grounds.~~
- ~~• Request the transfer of your student to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. In accordance with policy FDE, if the victim does not wish to transfer, the District 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 written 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.

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

A student in 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 school 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 grant~~ partial course credit ~~by semester~~ when the student only passes one ~~half semester~~ of a two-~~half semester~~ course.

A student in conservatorship of the state who is moved outside of the District's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the District's or school's boundaries, is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at the 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 any application 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 any examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the District after the beginning of the school year), per State Board of Education (SBOE) rules;

- 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 partial credit when a student passes only one halfsemester of a two-halfsemester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

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 or to a district administrative employee of the 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.

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

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

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

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

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

Contact Person for Special Education Referrals

The designated contact person ~~to contact~~ regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Jennie Mathesen, Director of Special Education, at (254) 215-6844.

[For questions regarding post-secondary transitions, including the transition from education to employment for students receiving special education services, contact Jennie Mathesen, Director of Special Education, at \(254\) 215-6844.](#)

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 Dr. Emilio Olivares, Coordinator of Student Intervention and Response, at (254) 215-7280.

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

- Legal Framework for the Child-Centered Special Education Process
- Special Education Information Center
- Texas Project FIRST
- Partners Resource Network

Notification to Parents 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.

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus, if the 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 contact the principal regarding transportation needs prior to requesting a transfer for any other children in the home.

A Student Who Speaks a Primary Language Other than English

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

A Student with Physical or Mental Impairments Protected Under Section 504

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education

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

Section II: Other Important Information for Students and Parents

This section contains important information on academics, school activities, and school operations and requirements. It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level. Parents and students should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

~~Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your student 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 student has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the 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. Parents should call the school or enter an absence request through Skyward's Family Access when their student is absent.

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

Compulsory Attendance

Between Ages 6 and 19

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

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student ~~incurs 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.

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

For children of military families, a Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian ~~going to, who has been called to duty for, is on~~ leave from, or ~~immediately~~ returning from certain deployments.

Secondary Grade Levels

The District will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the Board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

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

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

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

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

The District will allow a student ~~An absence of a student~~ in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran ~~will also be excused by the District.~~

~~***Failure to Comply with Compulsory Attendance – 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 re-evaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent. The notice will:

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

~~unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s 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. 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

Barbara Welsh	Student Last Name A – Go	(254) 215-7011
Sean Yopez	Student Last Name Gr – O	(254) 215-7215
Paige Mungia	Student Last Name P – Z	(254) 215-7028

For any questions about student absences, parents should ~~if you have questions about your student and the effect of his or her absences from school, please~~ contact the facilitator or any other campus administrator.

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the District is required by law to send the student a letter ~~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

To receive credit or a final grade in a class, a student 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 class's 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 must also approve the plan ~~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 will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade ~~lost because of absences~~.

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance – Exemptions** ~~-will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade. Additional extenuating circumstances that will be considered include personal illness, sickness or death in family (parent, grandparent, sibling), quarantine, weather or road conditions making travel dangerous, extracurricular activities, and any other unusual cause acceptable to the campus principal.~~
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- ~~In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.~~

- ~~Absences incurred due to~~ The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. ~~These absences~~ will be considered by the attendance committee as extenuating circumstances if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- ~~The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.~~

After reviewing the case, the Appeals Committee will make their recommendation. Each Appeals Committee may grant credit for the course(s); grant credit with stipulations; or deny credit for the course(s).

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

Notification of absences will be done as a courtesy and shall not be a condition of students not receiving credit.

~~***Makeup Days/Hours for Regaining Course Credit Due to Excessive Absences***~~

~~Students with less than 90% attendance in a course will be given the option to make up the number of days/hours missed. Summer school may not be used to regain credit in courses in any course in which a student has had excessive absences.~~

~~When the number of days/hours have been made up and all fees have been paid, the school will reinstate credit for those days lost due to non-attendance. Parents may appeal excessive absences to the Attendance Appeals Committee.~~

~~***Attendance Appeals Process***~~

~~After exceeding the allowable number of absences, a student may be granted course credit upon recommendation by the campus Appeals Committee. The student must complete all assignments required by the teacher and make up the time missed from classes according to the contract between the student and campus administration.~~

~~The committee will review the appeal request and determine whether the student would be eligible for credit. Some items the Appeals Committee may take into consideration are 1) doctor notes; 2) prior arrangements with the principal or assistant principal; 3) extenuating circumstances; and 4) completion of all assigned makeup work.~~

Extracurricular and Co-curricular Absences

A student may participate in extracurricular or other activities on or off campus that require an absence for class(es) only if the student passed all courses the previous three weeks and is maintaining at least a 70 average in the class(es) that will be missed. This rule also applies to students will be absent for the purpose of watching a school-sponsored activity during school hours. Makeup time for work in classes missed due to extracurricular or co-curricular events will be allowed only for work assigned during the class that was missed. Due dates for pre-assigned work, projects or exams will remain in effect if the student was present for the exam review or the assigning of the work.

A student absent from school for unexcused reasons will not be allowed to participate in school-related activities on that day or evening.

Official Attendance-Taking Time

The District will take official attendance ~~must submit attendance of its students to the TEA reflecting attendance~~ at a specific time each day.

~~Official attendance is taken every day at all Temple ISD secondary campuses.~~ 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

When a student is absent from school, the student—upon arrival or return to school—must bring a note, within 5 days, signed by the parent that describes the reason for the absence and give the note to the attendance clerk. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 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. A maximum of three (3) parent notes per semester will be accepted as excused.

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

Doctor's Note after an Absence for Illness

Within five days of returning to school, a student with an extended absence 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

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

Accountability under State and Federal Law

Temple 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

- ~~• The performance ratings of the District's evaluation of community and student engagement using the indicators required by law; and~~
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability ~~This~~ information can be found on the District's website at www.tisd.org. Hard copies of any reports are available upon request to the District's administration office.

TEA ~~also~~ maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

Academic Achievement Record – Transcripts

Transcripts for current students are processed through templet.x.scriborder.com located on the district website under the Student Services Department. Requests for transcripts must be made 7 days in advance to allow processing time. The first 10 copies for current students are at no charge. Cost per additional copies is in accordance with district policy.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties on assignments or tests. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students. Students who have engaged in academic dishonesty on a specific class assignment or test are not eligible to redo that class assignment or test for which the student received a failing grade.

Armed Services Vocational Aptitude Battery Test

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. ~~Please e~~contact the campus principal for information about this opportunity.

Awards and Honors (Temple High School)

Valedictorian and Salutatorian

No high school senior shall be eligible for valedictorian or salutatorian honors who have not taken as many as four (4) academic courses each year of high school. The high school valedictorian and salutatorian shall be determined on the basis of the ranking system. The ranking period shall end after the fifth six-week grading period of the senior year, and students who enroll after the second week of the spring semester of their junior year shall not be eligible for these awards.

Final ranks, valedictorian, and salutatorian will be determined by the final class rank. The ranking period shall end after the fifth six-week grading period of the senior year. The final class rank becomes a permanent record of the Academic Achievement Record (AAR); no re-ranking will occur after graduation for transcript purposes.

The student with the highest accumulated GPA is named the valedictorian, and the student with the second highest GPA is named the salutatorian. In figuring grade averages for valedictorian and salutatorian, the grade average shall not be limited to the hundredths place. In case of a tie, both or all students who are tied shall receive the honor of valedictorian or salutatorian. The highest ranking graduate for purposes of the state first year scholarship is not subject to any residency requirement and will be the student or students who ranks highest in the class, mathematically. Students graduating earlier than they would normally graduate will not be eligible for valedictory or salutatory status.

Please refer to the ~~201821-202219~~ *TISD District Policies, Procedures and Guidelines for Grading Promotion, Retention, and Placement* that is a separate document from the Temple ISD Middle School and High School Parent and Student Handbook. This document is assessable on the District's website at www.tisd.org, through the "Students" tab under "Handbooks".Curriculum & Instruction Department under "Parent Resources".

Senior Honors

To be eligible for senior honors, a GPA or ranking average of 4.0 or above is required. Additionally:

1. The top 25 percent of those honor graduates shall be designated as graduating "with highest honors."
2. Those comprising the second 25 percent shall be designated as graduating "with high honors."
3. The remaining 50 percent of those students shall be designated as graduating "with honors."

Top 10% Guidelines

Students in the designated top 10% in each grade level will be recognized on an annual basis. The Top 10% is determined by the student's cumulative average of the core academic courses of English/language arts, math, science, social studies, and languages other English. The cumulative average will be comprised of a student's semester averages during the 9th, 10th, 11th, and 12th grade year. High school credit core academic courses taken in middle school will also be calculated in the student's cumulative class rank GPA. Weighted points will only be given to high school credit courses that qualify (EIC Local).

Inclusion is determined by weighted grade averages earned in a minimum of three credits in core courses taken from at least the second through the fifth six-weeks grading period each year. Core courses are considered to be the same "Core Courses" as designated for class rank.

The number of students per grade level is defined as the number of students enrolled each grade level at the close of school on the day fifth six weeks report cards are distributed.

Awards and Honors (Middle Schools)

Honor Awards

At the end of each six weeks grading period a student must:

1. Earn A's in all subjects (All A Honor Roll)
2. Earn a combination of A's and B's (A-B Honor Roll) in all academic subjects.

At the end of the school year, awards are presented to those students who make A's and B's all year. In order to receive an award a student must:

1. Earn all A's (academics) (30) for five (5) grading periods (All A Honor Roll)
2. Earn all A's and B's in the remaining classes.

Grades up to the final three-week progress report will be used to determine eligibility for Honor Awards. Grades from a previous school will be counted in determining eligibility for the award.

Please refer to the ~~201821-201922~~ [201921-202022 TISD District Policies, Procedures and Guidelines for Grading Promotion, Retention, and Placement](#) that is a separate document from the Temple ISD Parent and Student Handbook. This document is assessable on the District's website at www.tisd.org, through the ["Students" tab under "Handbooks"](#). ~~Secondary Education Department under "Parent Resources" and the "Grading Guidelines" link.~~

Perfect Attendance Award

This award is presented to students who have attended every class period during the year. They must have entered the first day of school for yearly recognition.

National Junior Honor Society

The National Junior Honor Society chapters at each of the Temple ISD middle school campuses are duly chartered and affiliated chapters of this prestigious national organization. Membership is open to those students who meet the required standards in five areas of evaluation: scholarship, leadership, service, character and citizenship. Standards for selection are established by the national office of NJHS and have been revised to meet our local chapter needs. Students are selected for membership by a five member faculty council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty each spring.

Students in the grades 6, 7 and 8 are eligible for membership. They must have been a student in TISD for one semester. For the scholarship criterion, a student must have a cumulative grade point average of 90 or better. This average will be based on the student's semester grades. Those students who meet this criterion are invited to complete a Student Activity Information

Form that provides information to assist in the selection process. Candidates will then be evaluated in the areas of leadership, service, character, and citizenship. A four-point system will be used, with four being high, and one being low. At least three of the student's teachers must submit an evaluation to the Faculty Council. A history of leadership experiences and participation in school or community service is required.

Several forms of input will be used to evaluate the candidates. First, documentation from the student's submitted Student Activity Form is necessary. School disciplinary records and conduct grades will also be reviewed, as well as professional reflections of the faculty.

Following notification, a formal induction ceremony will be held at the school to induct all newly selected members. Once inducted, new members are required to maintain the same level of performance in all five criteria (or better) that led to selection. This obligation includes regular attendance at chapter meetings held at least once a month and participation in the chapter service projects. Members are also expected to complete at least one hour of individual community service per semester, which must be documented for the NJHS advisor.

Students and parents who have questions regarding the selection process or membership obligations can contact the chapter advisor.

Once selected, NJHS members must maintain the standards that were the basis of selection. It is the responsibility of the chapter advisor to regularly review each member for compliance with society standards and obligations. When the advisor determines that a member is not in compliance, the advisor will notify the member in writing. The Faculty Council determines when an individual has exceeded a reasonable number of warnings, thus warranting dismissal. At that time, the member will have the right to a hearing before the Faculty Council before dismissal is final. If the advisor does not receive a request for the hearing within one week of notification, dismissal will be finalized. In cases of flagrant violation of the school rules or law, a member does not have to be warned.

Semester grade averages will determine compliance or non-compliance when looking at the scholarship criterion. For purposes of dismissal, a majority vote of the Faculty Council is required. Disciplinary measures other than dismissal may be required of the member for minor offenses. The National Council and the NASSP shall hear no appeals in dismissal cases.

Middle School Top 10%

Students in the designated top 10% on each middle school campus will be recognized on an annual basis. The Top 10% is determined by the student's cumulative average of the core academic courses of English/ language arts, math, science, social studies, and languages other than English. The cumulative average will be comprised of a student's semester averages during 6th, 7th, and 8th grade. Weighted points will only be given to high school credit courses that qualify. The ranking period shall end after the fifth grading period for middle school.

Bullying

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 reporting bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves 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
- ~~P~~lacing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

~~The District is required to adopt policies and procedures regarding:~~

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

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

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

If the ~~results of an investigation indicate~~investigation determines that bullying has occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, 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, including any student who witnessed the bullying, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the Board may ~~in response to an identified case of bullying, decide to~~ transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the Board may transfer the student ~~may also be transferred~~ to another campus in the District. The parent of a student who has been determined by the District to be a victim of bullying may request that the student be transferred to another classroom or campus within the District.

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

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

Career and Technical Education (CTE) and Other Work-Based Programs

The District offers career and technical education programs in the following areas: Human Services, Technology, Health Science, Agriculture, Education, Industrial Arts, and Law.

District policy prohibits ~~It is the policy of the District not to~~ discrimination 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 Acts of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits ~~It is the policy of the District not to~~ discrimination 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 Acts of 1964, as amended; Title IX of the Education Amendments of 1972; 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.](#)

Celebrations

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

Change of Address

Students and parents are required to inform the attendance clerk of any change in physical address or telephone number. Change in address requires proof of residency documentation to be provided to the registrar. If during the school year, a student moves out of the school attendance zone, the parent may apply for continued enrollment ~~prior to the move. An application made within ten school days following a move shall also be considered.~~ For the period during which the ineligible student is enrolled, the parent is liable for the maximum tuition fee the District may charge. If there is a change of phone number, address or other relevant information, parents may update their student's information using their Family Access account.

Child Sexual Abuse and Other Maltreatment of Children

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

Warning Signs of Sexual Abuse

~~As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused.~~ Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has

been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

- Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Emotional warning signs to be aware of include 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. A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;

- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

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

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

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

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, or 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 form the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

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

Class Rank/Highest-Ranking Student (Temple High School)

Class ranking shall be on the basis of designated core course averages. Designated core classes are:

English courses — Levels I–IV, ESOL I and II, Debate III.

Mathematics courses — Algebra I–II, Geometry, Precalculus, Calculus, Math Models, Statistics, and IB Math Topics.

Science courses — Integrated Physics and Chemistry, Biology, Chemistry, Anatomy and Physiology, Astronomy, Medical Microbiology, Physics, Environmental Systems, AP

Environmental Science, Advanced Animal Science, Advanced Plant and Soil Science, Food Science, and Forensic Science.

Social Studies courses — World History, U.S. History, Government, Economics, World Studies, Regional Studies, IB Psychology and Global Perspectives in Society.

Languages other than English — Levels I–V.

Graduating seniors shall be ranked within the graduating class upon the basis of weighted grade averages for the four-year program, excluding the last six weeks of the senior year. A graduating student who withdraws from THS in the final grading period of the school year shall receive grades as of the date of withdrawal and be included in the ranking for that senior Class.

Courses of study taken from non-accredited institutions shall be subject to District evaluation prior to the approval of credit and grade.

Evaluation of effort shall be by numerical grades. Numerical grades earned shall appear on the official transcript and reporting forms.

The final numerical ranking average shall be the weighted sum of all designated core course numeric grades divided by the number of core courses attempted.

All designated core courses, including those with failing grades, taken in middle school, summer school, and credit recovery shall be computed in grade point average (GPA) and class ranking.

Grades from the following courses/sources shall count toward high school credits; however, these courses shall not be considered in determining GPA and class ranking: traditional correspondence courses; credit by examination, with and without instruction; distance learning courses; and independent study. Core and foreign language courses taken at the middle school level for high school credit shall be calculated in class rank and grade point average.

The basis of the ranking system shall be a bi-level academic curriculum. Courses shall be designated as Advanced Placement (AP), International Baccalaureate (IB), Advanced, or regular. For the purposes of class rank and grade point average, a six-point scale shall be used.

Each semester grade in Advanced mathematics, AP mathematics, or IB mathematics course in grades 7–8 shall be weighted with the addition of ten points. All Advanced, AP, or IB courses in grades 9–12 shall be weighted with the addition of ten points. All semester grades in core academic dual credit courses shall be weighted with the addition of seven points for students entering the 9th grade in 2013-2014 and thereafter. These courses shall be coded on the student's transcript.

GPA Calculation

A student's cumulative Grade Point Average (GPA) is calculated at the end of each semester beginning with the end of the first semester of a student's freshman year. The student's GPA is

updated at the end of each semester and is calculated by averaging the final grades for each course taken.

If a student is enrolled in a course considered by the District to meet advanced measures, the course receives an additional grade point for calculating GPA. Courses designated as advanced can be found in the *TISD High School Course Catalog*. Courses that have been modified shall not earn the same number of grade points as regular or advanced.

Please refer to the *2018-2019 TISD District Policies, Procedures and Guidelines for Grading Promotion, Retention, and Placement* that is a separate document from the Temple ISD Parent and Student Handbook. This document is assessable on the District's website at www.tisd.org, through ~~the "Students" tab under "Handbooks". the Secondary Education Department under "Parent Resources" and the "Grading Guidelines" link.~~

Class Schedules

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.

~~Students in grades 6–11 will be enrolled in a minimum of 350 minutes of instruction. At Temple High School, students in grade 12 will be enrolled in a minimum of 290 minutes of instruction.~~ Ninth, tenth and eleventh grade students are not allowed an open period, and twelfth grade students are not allowed an open period in the middle of the day. ~~Zero-period and 9th period courses taken outside of the regular school day will be counted in addition to the above stated cumulative minutes of instruction required.~~

Students who have reduced or shortened schedules, because of academic or vocational need, are to exit the campus immediately following their final class each day. Students remaining on campus after their classes have ended are subject to disciplinary action or enrollment in additional courses. Students who have written permission to remain on campus for a specified reason must be in a supervised classroom, the library, or the office. Students are not allowed to sit in the student center, parking lot, front steps, or any other unsupervised area. Parents should pick up students in front of the student center.

Closed Campus Policy

Temple ISD campuses will be closed from the time the student comes on campus until the final dismissal. Students may not leave the campus during the school day except for sanctioned school trips, vocational class jobs, special excuses for approved appointments, dual credit courses at a different campus, or end of their school day. Any student leaving campus during school hours must present a student ID card and an appropriate pass in order to exit campus. The following exceptions will be made: 1) school-related matters; and 3) students checked out by parents.

Junior/Senior Lunch Exception for THS

THS juniors and seniors have the privilege of leaving campus at lunch by showing their Senior ID. This privilege may be suspended due to excessive absences or as a result of disciplinary action. Seniors who owe hours may not be allowed this privilege until all hours are made up.

College and University Admissions and Financial Aid

For two school years following his or her graduation, a district student who graduates as valedictorian or in the top 10 percent ~~and, in some cases, the top 25 percent,~~ of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. ~~For students who are eligible to enroll in the University during the summer~~ and/or fall of 20210 terms or spring 20211 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

As required by law, ~~Upon a student's registration for his or her first course that is required for high school graduation,~~ 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, and the Texas First Early High School

Completion Program and the Texas First Scholarship Program. Parents and students will be asked to sign an acknowledgement that they received this information.

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

College Credit Courses

Students in grades 10–12 have opportunities to earn college credit through the following methods:

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

A student may also be eligible for subsidies based on financial need for AP or IB exam fees, A student may also earn college credit for certain CTE courses.

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

~~It is important to keep in mind that n~~ot 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.

College Visits

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

~~Students are allowed college visitation for 2 days during their junior year and 2 days during their senior year for the purpose of determining the student's interest in attending the institution of higher learning. Students must provide written documentation from the college (on college letterhead) that the visit took place on the date of the absence. Travel days are not excused.~~

Communications—Automated

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 follow 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.

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, or restricted access to the campus due to ~~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 student's school when a phone number previously provided to the District has changed.

Nonemergency

Your student's school ~~periodically will request that you provide contact information, such as your phone number and e-mail address, in order for the school to send~~ communicate items specific information by to your child, your child's school, or the District. ~~If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The District or school may generate~~ automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission and specific to your student, your student's school, or the District, ~~so prompt notification of any change in contact information will be crucial to maintain timely communication with you.~~ Standard messaging rates of your phone carrier may apply. If you do not wish to receive such communications, ~~have specific requests or needs related to how the District contacts you,~~ please contact your student's principal.

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be ~~resolved informally, handled so easily,~~ the Board has adopted a standard complaint policy at FNG(LOCAL) in the District's policy manual, available on the District's website. A copy of the complaint forms may be obtained in the principal's or Superintendent's.

~~T~~~~Should a parent or student feel a need to~~ file a formal complaint, the parent or student should ~~submit the file a District~~ complaint form ~~within the timelines established in policy~~. In general, ~~the student or parent should submit~~ the written complaint form should be completed and submitted to the campus principal in a timely manner. If the concern is still unresolved, the District provides a process for parents and students to appeal. ~~If the concern is not resolved, a request for a conference should be sent to the superintendent or designee. If still unresolved, the District provides for the complaint to be presented~~ to the Board of Trustees.

Conduct

Applicability of School Rules

~~T~~~~As required by law, t~~he Board has adopted a Student Code of Conduct that ~~prohibits certain behaviors and~~ defines standards of acceptable behavior—~~both~~ on and off campus as well as on District vehicles—and outlines consequences for violation of these standards. The District has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During summer instruction, any periods of instruction during the summer months, the 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

~~E~~~~By law, e~~ach 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 principal serves as the campus behavior coordinator and their contact information is available in this handbook and on the District's website.

Backpacks

Backpacks, gym bags and athletic bags are permitted at school and are the sole responsibility of the student. Backpacks, gym bags and athletic bags are subject to a search while on campus or a school related activities either on or off campus. The school is not responsible for backpacks, gym bags, athletic bags, or personal items stolen or lost.

Display of Affection

At the high school campuses, anything other than a casual hug or holding hands may be considered an unnecessary display of affection, and disciplinary action may result.

At the middle school campuses, no public display of affection is allowed. Disciplinary action may result.

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.

After-School Detention / Saturday School

Students who violate school policies (attendance, tardy, behavior) may be required to attend after-school detention or Saturday School. Students are responsible for their own transportation to and from after-school detention or Saturday School.

Serious personal illness or deaths in the immediate family are the only acceptable reasons for an excused absence from after-school detention. Extenuating circumstances will require parents to notify the principal before the assigned date or on the following day after the assignment to the detention would have begun. Failure to attend an after-school detention may result in more serious disciplinary action. While the student has been placed in the after-

school detention for a designated number of days, it is possible that the student may be in the class longer than the assigned period. The length of stay will depend on the student's behavior while in the class.

While in after-school detention, students will work on school assignments and/or related work. Students will bring to class sufficient books and materials to remain busy the entire time. Reference materials will not be available.

In-School Suspension and Out-of-School Suspension

In-school suspension (ISS) will be utilized for short-term disciplinary placements. Assignments will be provided and graded by the student's regular classroom teachers.

The following guidelines exist for students who are assigned ISS:

- 1) A student in ISS will be escorted to the restroom and water fountain by the ISS instructor.
- 2) Students assigned to ISS will be required to eat lunch in the ISS room or designated area.
- 3) Talking, failure to work or any other misconduct may result in additional days of ISS or an off-campus suspension.
- 4) School counseling is recommended for any student assigned to ISS more than once.

Students who fail to follow the *Student Code of Conduct* may receive out-of-school suspension. Out-of-school suspension may require a parent and assistant principal conference prior to the student returning to school. The conference may be held at the time the parent picks up the child at the beginning of the suspension or when the student returns to school. If the parent cannot meet at either of these times, then the parent must contact the assistant principal to schedule a mutual time to meet. See the *Student Code of Conduct* for complete information on student discipline rules and procedures.

Long-Term ISS Assignments

Students will be assigned LSS by the principal or assistant principal. Initial LSS assignments will be for 5-20 days. Students assigned to ISS are expected to report to the LSS room immediately at the start of first period. Students will receive breakfast and lunch in the LSS room. Students will receive a short break in the morning and the afternoon, and will be escorted to the restroom. Students may leave the LSS room only at this time. Students who fail to complete assignments in LSS may serve additional days. Students who misbehave in the LSS room may be suspended for the duration of the day and may be required to make up that day. Students experiencing discipline problems in LSS may be referred to the DAEP.

The Long-Term ISS (LSS) is a special placement for students who consistently fail to function on the school campus as outlined within the Student Code of Conduct. LSS is designed for serious and/or persistent misbehavior. The program is considered an option in lieu of suspension, DAEP placement or expulsion. Complete information is given to a parent before placement.

Instructors will be given discretion to recommend that a student be released from LSS earlier than the initial placement. Release will depend upon conduct and work habits of the student during that period. A principal and the LSS teachers will review such recommendations before the student is placed back in regular class.

Field Trips / Extracurricular Events

School rules apply to all field trips and extracurricular events. Field trips are classified as co-curricular or extra-curricular. The field trip classification will be made by the campus principal. Co-curricular field trips are meant to be an extension of classroom learning. Students are expected to attend co-curricular trips as they would attend a regular class. Extracurricular field trips are an earned privilege.

A student may be disqualified from attending a field trip based on grade, attendance, or discipline. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. Anyone leaving before the official end of the event will not be readmitted.

Field trip requirements will be approved by the campus principal and provided to parents and students prior to the trip. If the parent does not want his or her child to attend field trips for the upcoming school year, then the campus principal must be notified in writing within ten school days of child's first day of instruction.

Food and Drinks

Students are encouraged to clean up all of their trash and dispose of it properly while on campus and at school-sponsored activities. Food and drinks are not allowed out of the cafeteria. Food or drinks are not allowed in the classrooms.

Gangs

A student who is a member of, pledges to become a member of, joins, or solicits another person to become a gang member commits an offense and may be recommended for placement in the alternative center. Gang activity, apparel, signs, signals, and graffiti may result in disciplinary action.

Hall Passes

In an effort to maximize instructional time it is expected that students will remain in class for the entire class period. Students should continue to utilize the passing period in order to take care of needs as they arise. Medical conditions will be documented through the nurse's office. Emergencies will be handled on a case by case basis.

Hall Sweeps

Hall sweeps may be conducted randomly throughout the day. The purpose for hall sweeps is to get students into class where the instruction occurs in a timely manner. If a student is found in

the hallways after the tardy bell, that student will be directed to a designated area as determined by the campus. The student will be documented and given a pass to class with the date and time indicated.

Skateboards

Students are not permitted to possess skateboards at school. Teachers may collect a student's skateboard and turn it in to the principal's office. The principal will determine whether to return the skateboard to the student at the end of the day or to contact the parent to pick up the item.

Smoking and Tobacco

In compliance with state law and Board policy, students shall not possess or use tobacco products, including but not limited to cigarettes, e-cigarettes, cigars, pipes, drug paraphernalia, snuff or chewing tobacco on school premises or at school-related functions. Any student in violation of this policy will be subject to disciplinary action.

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. Anyone leaving before the official end of the event will not be readmitted.

All school-sponsored activities and social functions are under the direct supervision of teacher-sponsors and principals. They shall give final approval of all social activities, authorize money to be spent and determine the place and time of the event. School social activities will not be continued beyond 12:00 midnight. For secondary schools, activities will be confined to grades 9, 10, 11 and 12 unless otherwise specified by the campus administration. For middle schools, activities will be confined to grades 6, 7, and 8 unless otherwise specified by the campus administration. No school-sponsored activities may be planned without first receiving permission from the sponsor and principal and placing the date for the event on the school calendar.

Parents please contact the campus principal if you are interested in serving as a chaperone for any school social event. Chaperones are required to complete the TISD Volunteer Application and Background Check form. The TISD Volunteer Application and Background Check form can be found on the TISD website at www.tisd.org or by contacting the campus principal.

~~Zero Tolerance~~

~~The Temple ISD campuses work in a zero tolerance atmosphere toward fighting and violence on campus. Placement in ISS or Long-term ISS will be determined by the appropriate administrator for all parties involved in a fight. Assault charges may be filed through local law enforcement.~~

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

Middle School Grade Levels

The school counselor will provide information to students and parents ~~to talk about college and university admission and the importance of postsecondary education~~ ~~and how best to plan for postsecondary education~~, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn 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 can 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 admissions 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 learning to veterans and military service members for military experience, education, and training.

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

Personal Counseling

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 school counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the school counselor should schedule an appointment through the school counselor's office. 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 you student has experienced trauma, contact the school counselor for more information.](#)

As part of Temple Independent School District's [Multi-Tiered System of Supports, Response to Intervention](#), students may have the opportunity to participate in group or individual sessions on regular basis (weekly, every two weeks, monthly) and participate in a number of activities related to counseling or intervention to provide them with support for school success. The parent/guardian may decline these group or individual counseling services by completing the appropriate form obtained through their campus' counseling office.

Course Credit

A student [at any grade level enrolled in a high school course 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-[part \(two-semester, {1 credit} course\)](#), the

student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. 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.

Students earning a grade of 70 or above in a course that counts for high school credit will not be allowed to repeat the course without the campus principal's permission. Repeating semester credit will become a local credit.

Credit by Examination—If a Student Has Taken the Course/Subject

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

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

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

~~Examination for Acceleration is an assessment for grades 9-12 in which students with have prior instruction in a course and have failed the course may earn credit. Students are responsible for study materials and preparation for the examination. Review materials may be downloaded from the University of Texas Distance Education or the Texas Tech University website.~~

~~Credit may be achieved and will be recorded in the following manner:~~

- ~~● The student scores 70% on the Credit by Examination assessment for the subject in which he/she wants credit.~~
- ~~● The student's parent or guardian must give written approval for the examination.~~
- ~~● Application forms must be submitted by the assigned deadline in order to have adequate time to order testing materials.~~
- ~~● Both the grades made on the examination and the grade earned in the course will be reported on the official transcript.~~
- ~~● The student must have approval from the principal or the principal's designee.~~

~~Testing will be scheduled and conducted by the campus credit-by-exam administrator. Dates will be announced on campus prior to examination date.~~

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, ~~i.e.~~, for advancement or to accelerate to the next grade level. The examinations offered by the District are approved by the District's Board of Trustees. Testing windows for these ~~The dates on which examinations are scheduled during the 2019–20 school year~~ 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 or to accommodate ~~besides the District or if a request is made outside of these time frames by~~ a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the District must comply with the testing schedule of the other entity. ~~During each testing window provided by the District, a student may attempt a specific examination only once.~~

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation

~~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 ~~and that their welfare is best served when they are free from this prohibited conduct while attending school~~. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the District's policy is available in the principal's office and in the Superintendent's Office.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. ~~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.

[A flier from the Texas Attorney General's Office includes information on recognizing and responding to date violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help.](#)

Discrimination

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

Harassment

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

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

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, 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 harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. 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, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report or participation in an investigation of discrimination, ~~or harassment,~~ or 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.

Upon receiving a report ~~of prohibited conduct as defined by policy~~, the District will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the District will 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, an investigation of bullying will also be conducted.

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

Investigation of Report

Allegations of prohibited conduct, which included dating violence, discrimination, harassment, and retaliation, will be promptly investigated. To the extent possible, the District will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and 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 Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal.

Distance Learning

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the District

may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN)

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

A parent may ask ~~if you have~~ questions or ~~wish to make a~~ request that ~~thier~~your child be enrolled in a TXVSN course ~~by, please~~ contacting the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of the policy 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 campus principal.

Distribution of Literature, Published Materials, or Other Documents

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

Nonschool Materials

From Students

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

The campus principal has designated the school office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students.

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

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. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Director of Communications for prior review. The Director of Communications 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.

The Director of Communications has designated lobby of Central Administration Offices as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming

The purpose of the dress code is to establish dress and grooming standards that provide a safe and healthy educational atmosphere conducive to learning. The student body, as a whole, takes pride in its appearance and in the appearance of the school. The dress code is applied and enforced while students are at school or at all school related activities whether on or off campus. Teachers have the authority to enforce the dress code and are instructed to do so. The principal is the final authority regarding decisions about dress and grooming violations.

Temple ISD Middle School and High School Parent and Student Handbook

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

High School

- Articles of clothing with conspicuous or suggestive writing, pictures, or inappropriate advertising, slogans, or symbols will be considered in violation of the dress code.
- Students must wear shoes.
- Hats, caps, sunglasses or visors may not be worn inside the school building during the school.
- Students may wear scarves, wave caps, or headbands for hair restraint. Bandanas and hoods covering the head are not allowed.
- Undergarments must be covered.
- Inappropriate appearance will not be allowed. Clothes should be worn appropriately (i.e. pants worn at the waist). Excessively tight or baggy clothing will not be allowed. The decision on whether a style is appropriate will be at the discretion of the principal or his/her designee.
- All shirts/tops must have straps no less than two inches wide. Shirts/tops revealing the midriff or excessive cleavage are not allowed.
- See-through, open-knit, or mesh shirts are not allowed unless worn over a t-shirt/blouse or with a jacket.
- Hemlines of all garments must not be shorter than mid-thigh.
- Clothing with holes above the stated hemline allowable length may only be worn with leggings. No skin or undergarments should be visible.

Middle School

No clothing, make up, jewelry, accessories, tattoos, or paraphernalia will be allowed that:

- Are lewd, vulgar, morbid, slanderous, offensive, incite disruptive behavior or depict violence.
- Advertise or depict tobacco products, alcoholic beverages, guns, gambling, drugs, or any other substance prohibited under legal requirements.
- Refer to satanic, cult, gang, or drug behavior.
- Extremes of any fashion (clothing, facial piercing, tongue barbs, body piercing, hair styles, etc.) that hinder a positive learning atmosphere will not be allowed.
- No facial piercings are allowed.
- Students must wear shoes to school. "Heelie" tennis shoes and house-shoes (shoes not meant to be worn outside) are prohibited.
- Slides are not allowed.
- Caps, hats, rags, bandanas, hoods or other head attire are not allowed and may be confiscated if displayed or worn inside the building.

- Spiked accessories such as collars, necklaces, bracelets, belts, and other items are not permitted. Chains made of links with diameters larger than ½ inch are not allowed to be worn.
- See-through shirts are not allowed.
Shirts and tops must cover the midriff.
- Males must have sleeves that cover shoulders.
- For females, shirts need to cover the shoulders or have straps at least two inches.
- Split sleeves are not allowed.
- Pajama style pants are not allowed.
- No baggy or over-sized pants are allowed.
- Hemlines of all garments must not be shorter than 5 inches above the knee.
- Pants/slacks/shorts must be worn at the waist at all times.
- Spandex, leggings and yoga pants must be worn with shorts, skirts, long dresses or dresses that cover the buttocks.
- Clothing with holes above the stated hemline allowable length may only be worn with leggings. No skin or undergarments should be visible.
- Trench coats or dusters are not allowed.
- Sunglasses are not allowed to be worn inside the building.
- Items of clothing, towels, straps, or strings may not be hanging or displayed over shoulders, around the neck, or from pockets.

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

Edwards Academy Enrollment Procedures

Identification

Edwards Academy provides special instructional and personal development programs for incoming or current high school students who are determined as at-risk and in danger of dropping out or has already dropped out. This campus does not serve middle school students. Incoming or current high school students meeting the following profile are eligible for the application process:

- Lack sufficient amount of credits for grade levels and behind 3 or more credits towards graduation year
- Accelerated to an age-appropriate environment

- Had experienced personal, family, or other issues which have hindered academic success and/or attendance in the traditional school setting
- Has a job or adult responsibilities that require a flexible schedule
- Any student who may require an alternate setting for learning

Application

- An application for Edwards Academy may be picked up at the THS Counseling Department or Edwards Academy Administrative Offices.
- A completed application will be submitted to the THS Counseling Department. A parent's signature is required for an application to be accepted.
- THS Counselor completes Edwards Academy Student Referral Packet.
- THS Counselor sends student application and referral packet to the THS Administrator; and a student application to the Edwards Academy Principal.
- THS Administrator schedules a review committee meeting with parent and student.
- Review Committee meets to determine denial of application, placement on the waiting list or scheduling of an interview for further consideration.
- Student and parent attend scheduled interview with Edwards Academy Principal.
- Enrollment approval/denial determined after the interview by Edwards Academy Principal.

THS Administration and Edwards Academy can nominate students with extenuating circumstances to be considered for direct enrollment to Edwards Academy.

Electronic Devices and Technology Resources

Electronic Communication Devices and State Testing

Use of personal electronic communication devices during the administration of any state test is prohibited. It is recommended that students do not bring electronic communication devices to the testing room. Prior to testing, students will be asked to turn off and secure any such device during testing. The device will be returned to the student after all students have completed testing. If a student is found to possess an electronic communication device during testing, the device will be confiscated, the test results may be invalidated, and disciplinary action will be assessed.

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

~~For safety purposes, t~~he District permits students to possess personal mobile telephones; however, at the high school level, these devices must remain turned off during the instructional times of the day, including during all testing. At the middle school level, these devices must remain turned off during the school day.

A student must have approval to possess other personal telecommunications or electronic devices on campus.

Teachers and other staff will collect these devices if the staff member determines that the above rules were not followed or that instruction is being hindered in any way including repeatedly having to redirect students who have these devices out or in use. Following standard classroom management, the device will be confiscated and brought to the campus administrative office. The first offense will require the phone to be picked up from the principal's office. Thereafter, collected devices may be returned to a parent or guardian at the end of the student's instructional day and a \$15.00 fee may be charged. Students may also receive a disciplinary referral for failure to follow the Student Code of Conduct. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. During STAAR and End-of-Course exams, confiscation of a personal telecommunication device will result in a \$15.00 fine.

The District is not responsible for any damaged, lost, confiscated or stolen electronic device.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel.

~~Possession and Use of Other Personal Electronic Devices~~

~~Students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, wireless headphones, ear buds, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.~~

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

~~In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus.~~ Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use while on campus. Students must also sign

a user agreement that contains applicable rules for use. 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 for instructional purposes. 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 regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Temple ISD Technology Use Agreement

Temple Independent School District's goal in providing technology resources and Internet access to teachers and students is to promote educational excellence in our schools by facilitating collaboration, innovation, and communication. TISD has taken precautions to restrict access to inappropriate materials. However, on a global network it is impossible to control all materials and any user may discover inappropriate information. The guidelines provided here outline the user's responsibility to operate ethically, efficiently and legally using District network resources.

Any Temple Independent School District user violating these policies, posted classroom and district rules, or state and federal laws, is subject to:

- Suspension of user access to the system and/or equipment
- Termination/revocation of the system user account
- Other disciplinary action in accordance with District policy and applicable laws

School and District administrators will make the final determination as to what constitutes unacceptable use. Their decision is final.

1. Responsible Use- The use of your account must be consistent with the educational objectives of the Temple Independent School District.
 - a. Transmission and/or access of any material in violation of any District, state, or US regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or malicious or dangerous material.
 - b. Users will respect the intellectual property of other users and information providers and obey copyright guidelines providing proper citation. Users will not plagiarize or use others' work.
 - c. The taking of unapproved videos/photos of people and events at school and/or the posting of such on any website is strictly forbidden.
 - d. Use of your account for commercial activities, product advertisement or political lobbying is prohibited.

- e. Users will not install any personal computer programs or applications on school devices without permission.
 - f. The use of personal electronic devices is allowed with permission during the school day.
2. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette when using any system, including the *gcloud.tisd.org* secure, controlled email system. The student's ID number will be part of the username for email.
- a. Be polite. Do not swear, use vulgarities or any other inappropriate language. Abusive or demeaning communications are prohibited.
 - b. Do not reveal your personal address or phone numbers to anyone over the Internet including, but not limited to: e-mail, chat, bulletin board postings, social media sites, and forums.
 - c. Note that email is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities. Use email and other means of communications responsibly (e.g. blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.).
 - d. Do not use electronic devices or the Internet to send or post hate or harassing mail, pornography, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors.
 - e. Do not use the network in such a way that you would disrupt the use of the network by other users.
 - f. Do not retrieve, save, or display hate-based, offensive or sexually explicit material using any TISD resources. Users are responsible for not pursuing material that could be considered offensive and should notify an adult immediately if they encounter such materials accidentally.
 - g. The user is responsible for reasonable daily care of the equipment made available by the District.
 - h. Users will follow all guidelines set forth by the District and teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server).
3. Security- Protecting personal information and network security are high priorities.
- a. If you feel you can identify a security problem on the Internet, you must notify a system administrator. Do not demonstrate the problem to other users.
 - b. Do not use another individual's account or allow your account to be used by others. This includes, but is not limited to, sending out e-mail, creating accounts,

or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.

- c. Attempts to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.
4. Vandalism- Vandalism is any malicious attempt to harm or destroy equipment, data of another user or any entity, or other networks that are connected to the Internet.
 - a. Internet vandalism will result in cancellation of privileges. This includes, but is not limited to: the uploading or creation of computer viruses.
 - b. Hardware and software vandalism will result in cancellation of privileges. This includes but is not limited to: modifying, damaging, or destroying equipment, programs, files, or settings on any computer or other technology resource.

Temple Independent School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages including loss of data resulting from service interruptions, negligence, user errors, or omissions. Use of any information obtained via the Internet is at the user's risk. The District specifically denies any responsibility for the accuracy or quality of such information.

The use of technology resources provided by the Temple Independent School District is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Temple Independent School District. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Temple Independent School District's Student Code of Conduct shall be applied to student infractions.

If a parent does not want his or her child to have access to the Internet or any other form of technology resources, the parent must notify the child's campus in writing.

Teachers may display a student's work as recognition of student achievement. As a parent, if you do not want your child's artwork, special projects, photographs taken by your child or images of your child to be displayed on the District's website, in printed material, by video, or by any other method of mass communication, you must notify the principal in writing.

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. ~~I~~~~Because engaging in~~ this type of behavior ~~may constitute~~ ~~can lead to~~ bullying or harassment, as well as possibly impede future endeavors of a student. ~~W~~~~, we~~ encourage ~~parents~~~~you~~ to review with your student ~~the~~ 'Before You Text' Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

~~A~~~~In addition, a~~ 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 consequence may rise to the level of expulsion.

English Language Learners

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~~ing~~ of both district personnel and at least one parent representative, ~~will determine whether the student qualifies for services.~~ The student’s parent must consent to any services recommended by the LPAC 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 that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish 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 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.

~~Some extracurricular activities may include off-campus events. 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.

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. ~~A~~ hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

At the beginning of each school year, each Temple High School class is organized and assigned advisors. Each class elects a president, vice-president, secretary and treasurer. In order to hold an office, a student desiring to run for office must be carrying a full class load and meet all University Interscholastic League (UIL) regulations. In order to run for a senior class office, a student must have been enrolled at that respective TISD high school campus for one calendar year prior to the election. Sophomore and junior class officers must have been in attendance at least one semester at that respective TISD high school campus before running. Each person elected to office is allowed to hold only one office in any election. Each candidate’s discipline record will be reviewed. Any serious breach of discipline may prevent a student from being a candidate. Any class officer guilty of major misconduct will be removed from office in accordance with the Extracurricular Code of Conduct.

Family/Student Access to Skyward

The District participates in Skyward Family/Student Access. This program allows parents/guardians the opportunity to view their student’s attendance, grades, discipline records and current schedule as well as an electronic progress report. Parents may view their student’s progress any time they choose. Please contact your student’s campus for details.

[If there is a change of phone number, address or other relevant information for their student, parents may update their student’s information using their *Family Access* account.](#)

Fees

[Basic education program materials](#) ~~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:

- ~~M~~Costs for materials for a class project that the student will keep.
- ~~Membership dues in voluntary clubs or student organizations.~~
- ~~A~~nd admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Restitution.
- 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 fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.
- Personal grooming and hygiene supplies
- After-school API credit recovery
- 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 campus principal.

Fines

Students who damage, lose, or fail to return school property or materials (textbooks, library books, calculators, uniforms, equipment, etc.) or who are assessed fines (parking, cell phones, etc.) will be placed on the Fine List. Students with unpaid fines may be restricted from attending extracurricular events or activities.

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. All fund-raising requests should be submitted before the end of the first six weeks of school. Door-to-door solicitation is not permitted.

Gang-Free Zones

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.

Grade-Level Classification

After the ninth grade, students are classified according to the number of credits earned toward graduation. Grade classification for the 20~~19~~21-202~~20~~21 school year are as follows:

Credits Earned	Classification
6.5	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19.5	Grade 12 (Senior)

Grading Guidelines

Approved gGrading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish:

- T~~t~~he minimum number of assignments, projects, and examinations required for each grading period;

- ~~H. In addition, these guidelines establish~~ how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.)
- ~~C. Grading guidelines also outline in what~~ circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally failed; and
- ~~made a failing grade.~~ Procedures for a student to follow after an absence will also be addressed.

Grades will be posted numerically from 0-100. Any grade below 70 is failing. Passing grades are 70-100. Grades assigned shall reflect student achievement of the curriculum and the student's relative mastery of an assignment. Teachers shall require the student to redo any failing assignment as outlined in the District's grading guidelines after appropriate re-teaching has occurred either in class or in another setting. Then a grade for the assignment shall be entered that reflects the student's relative mastery of the assignment.

Please refer to the ~~2021-18-2022-19~~ *TISD District Policies, Procedures and Guidelines for Grading Promotion, Retention, and Placement* that is a separate document from the Temple ISD Parent and Student Handbook. This document is assessable on the District's website at www.tisd.org, through the Secondary Education Department under "Students" tab under "Handbooks". ~~"Parent Resources" and the "Grading Guidelines" link.~~

Zeros

Missed tests or missing assignments do not offer data about the level of learning. Missing work should first be handled by the teacher through conferences with the student and/or his or her parents. Continued missing assignments will become a discipline issue, and the office will assist teachers in resolving the situation.

Computing Grades

Temple High School

There are two categories of grades used in computing student averages. Grades that are primarily based on the student's practice of academic skills constitute the minor grade category. Grades that measure a student's academic achievement constitute major grades. Assignments that are typically considered minor grades may include homework, weekly notebook checks, warm-ups, etc. Assignments that are typically considered major grades may include projects, major papers, tests, presentations, labs, unit projects, and notebooks.

When computing final averages for the report card, teachers must do the following:

- Averages for each grading period are based on class participation, homework, daily work, unit tests, and any other instructional projects or assignments. A minimum of 2

major grades (tests, major projects, formal assessments, etc.) shall be recorded in the grade book per grading period. Courses must use the same approved formula for student evaluation each grading period. No single assignment shall account for 20% of the marking period grade. Students who receive a grade below 70 at the end of a grading period will be suspended from extra-curricular activities for at least the following three-week period.

- Semester Grade Averaging – Eighty-five percent of the semester grade will be the average of the grades from the three grading periods within that semester. The remaining 15% of the semester grade is the semester exam.
- Final Year Grade – For all courses, the final yearly grade is an average of the two semester grades. A student must have a grade average of 70 for the year to pass and receive one full credit. One-half credit may be awarded on a semester basis.

Middle School

When computing final averages for the report card, teachers must do the following:

- Grading Period Averaging – In a grading period a minimum of ten (10) minor and two (2) major grades will be given. For all courses except those for high school credit, minor grades will consist of 40% of daily grades and 10% of homework grades in the grading period and major grades will count 50%. Middle school teachers are to utilize high school departmental grading guidelines for courses in which students may earn high school credit. For all courses, no single assignment shall count for more than 20% of the marking period grade.
- Semester Grade Averaging – Eighty-five percent of the semester grade will be the average of the previous three grading period's grades. The remaining 15% of the semester grade is the semester exam.
- Final Year Grade – For all courses, the final yearly grade is an average of the two semester grades.

Makeup Work Due to Absences

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time. Maximum time for completion is three days. The campus principal may review extenuating circumstances.

Teachers may assign a late penalty to any project turned in after the due date provided the teacher has notified parents and students in advance of expectations and due date. Students shall receive a zero for any assignment or test not made up within the allotted time.

Teachers may assign additional work to assure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course

requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work. The District may impose a grade penalty for make-up work after an unexcused absence or after an absence due to suspension.

Late Work/Makeup of Failing Grades

It is not acceptable for high school students in Temple ISD to fail due to missing or late assignments. In addition, students who are unsuccessful at learning the first time will be given extra time and support to learn the curriculum. Therefore, teachers shall allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade as outlined in the District's grading guidelines. Students who choose not to complete their assignments will first be held accountable by their teachers through conferencing with the student and/or his or her parents. Specific guidelines regarding point penalties for late work will be established by subject area and grade level teams and communicated to students and parents through a syllabus at the beginning of the year. These guidelines must be approved by the principal prior to inclusion in the syllabus.

Semester Exams for Middle Schools

Students are not permitted to take semester exams earlier than the date(s) set by the school. Permission to miss an examination may be granted by the campus principal, and consideration is given in extreme circumstances only. All classes will give a semester exam unless permission is granted by the campus principal to exempt the class.

Semester Exams for Temple High School

All semester exams must be taken during the assigned exam time. Students may not take semester exams early. If an exam must be missed, the exam must be made up after the assigned time. First semester make-up exams must be made up within the first two weeks of the second semester by scheduling with the course teacher. Second semester exams must be scheduled during the summer by calling Temple High School. Exams must be completed within the first two weeks of summer. Grades of "0" will be entered on report cards for all missed exams and grade change forms will be required after exams are made up. Extenuating circumstances must be documented and exceptions approved by a THS Administrator.

Semester Exam Exemption Policy for Temple High School

Students will be eligible for exam exemptions for the spring semester according to the following guidelines:

- Student's average grade for 1st-5th Six Weeks and 6th Six Weeks at time of snapshot must be at least 80%.
- Student must not have more than four absences.
- Student must not have more than five tardies to the class from which they want exemption.
- Students must not have six or more discipline referrals.

Freshmen may be exempt from exams in two regular or advanced courses and any AP/IB course for which they sit for the AP or IB exam.

Sophomores may be exempt from exams in two regular courses, two advanced courses, and any AP/IB course for which they sit for the AP or IB exam.

Juniors and seniors may be exempt from exams in three regular courses, any advanced course, and any AP/IB course for which they sit for the AP or IB exam.

Students are not eligible for exam exemption in semester courses.

In cases where the final exam is a performance or project with in-class preparation time provided during the weeks prior to the exam, the teacher will have discretion as to whether to accept the exemption. This decision must be applied consistently to all students enrolled in the same course where a performance or in-class project is assigned.

Exam exemptions do not excuse students from attending school during the periods that exams are being administered. Students will be notified by their teachers of their exemption status and the location they must report to during that class period on the day the exam is scheduled. Students who do not report for their exams or to the alternative activity scheduled during that exam period will receive a "0" for the semester exam grade on their report card. Exemptions are determined on a period by period basis.

In May, students who are exempt from one or more exams will receive an exemption ticket. Students must acquire teacher signatures for exams for which they wish to be exempt and must submit their exemption ticket by the due date in order for the exemption to be entered into Skyward.

Absences that do not affect exemption status are:

- Medical appointments which are documented with a doctor's note furnished to the attendance office upon return to school;
- Funeral for immediate family members up to 3 days;
- School functions

Graduation

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 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;

- ~~• Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and~~
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); 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 sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law allows a student to meet EOC requirements by substituting satisfactory performance on approved ~~and state rules also provide for certain scores on norm-referenced~~ national standardized assessments or on the state-developed assessment used for entrance into Texas public universities ~~to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option.~~

If a student fails to perform satisfactorily on an EOC assessment, the District will provide remediation in the applicable content area. ~~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 operating times ~~ons.~~

Foundation Graduation Program

Every ~~student in a~~ Texas public school ~~student who entered grade 9 in the 2014–15 school year and thereafter~~ will graduate under the “foundation graduation program.” ~~Within the~~ foundation graduation program features are ~~“endorsements,”~~ which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript.

A student can complete ~~t~~ The foundation graduation program with a ~~also involves the term~~ “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

State law ~~and rules~~ prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program

without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

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

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including 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

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Fine arts	1	1
Electives	5	7
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 four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. 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:

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

FAFSA or TASFA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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.

The District will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance and district procedures.

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

Each spring, the District will update students on the courses required or offered in each curriculum area so ~~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. The District may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

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

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

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

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

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.

Graduation Activities

The commencement ceremony is a school-sponsored, school-related activity; therefore, any student misbehavior that requires an administrative response or failure to follow school rules and regulations may result in exclusion from extracurricular activities, such as field trips and commencement exercises/award ceremonies. Participation in graduation is considered a privilege, not a right.

~~Students who are assigned to Alternative Educational Placement/AEP at the time of graduation may or may not be permitted to participate in graduation exercises.~~

Seniors who are failing a course required for graduation, or who have unpaid fines will not be eligible to attend senior 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 will be allowed to participate in graduation activities, provided the student meets the following criteria:

1. A student must receive credit in each course taken during the final year of enrollment.
2. A student must have an attendance record for the final year of enrollment indicating no referrals for enforcement of compulsory attendance laws, or have an attendance record for the final year of enrollment that would not place the students in violation of compulsory attendance requirements.
3. A student shall have participated in 85 percent of the District's state testing tutorials.

However, please 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.

Graduation exercises shall be held at the end of the school year. Each student who completes all of the graduation requirements shall be eligible to participate in graduation exercises. A student wishing to graduate in three years must have written permission from the high school principal prior to beginning his or her final year.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student

shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

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. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

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.

Scholarships and Grants

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

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

Early Graduation

Students wishing to graduate in three years must have written approval from the high school principal prior to the beginning of their final year. Potential three-year graduates will be reclassified at the end of first semester of their last year if their credits and petition for graduation plan warrant such an action. Early graduates may be extended senior privileges at the beginning of the spring term of approved graduation year. There will not be an early graduation ceremony held in December. Early graduates may participate in the graduation ceremony in May/June but will not be eligible for Valedictorian or Salutatorian honors. Early graduates' class ranks and GPAs will be determined at time of graduation.

Hazing

Hazing is defined as any intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, directed against a student ~~that endangers the mental or physical health or the safety of a student~~ for the purpose of pledging, ~~being initiation~~ intoed to,

affiliation ~~with~~, holding office in, or maintaining membership in a student organization if the act meets the elements in the education code, including whose members are or include other students. Examples include:

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

~~The District will not tolerate hazing. Hazing will not be tolerated by the District. If an incident of hazing occurs, d~~Disciplinary consequences for hazing 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.

Health-Physical and MentalRelated Matters

Student Illness

When your student is ill, please contact the school to let us know he or she won't be attending that day. State rules ~~it is important to remember that schools are required~~ require schools to exclude students with certain illnesses from school for periods of time ~~as identified in state rules~~. If any of the following conditions exist, the student should not attend school:

1. Fever over 100 degrees or greater. (May return to school if fever free for 24 hours without the use of fever reducing medication)
2. Vomiting (May return to school when free of vomiting for 24 hours without the use of medication to prevent vomiting)
3. Diarrhea (May return to school when free of diarrhea for 24 hours without the use of diarrhea preventing medication)

4. Rash of unknown origin (May return to school when rash subsides or written documentation from physician stating student is non-contagious)

We want to encourage good school attendance, but at the same time, it is important to control the spread of illness among our students.

If a student becomes ill during the school day, he or she should notify the classroom 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 (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

~~Contact~~ the school nurse is available to answer any questions for parents who are if you have questions or if you are concerned about whether or not your student should stay home.

If a student becomes ill or injured at school and needs to leave school, the parent will be called. In case a parent cannot be reached, the office must have the phone number of a responsible person who can be reached at all times who will assume temporary care of the student. In emergency situations, when parents or another responsible person cannot be reached, medical attention will be provided at a medical facility at the parent's expense.

Bacterial Meningitis

Please see the District's website for information regarding meningitis.

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

Chronic Medical Problems

On-going medical problems and severe food allergies which require special attention and/or restrictions at school, require written notification from the student's physician at the beginning of each school year, with emergency action plans and updates provided as needed throughout the year. Medical information will be shared with staff on a "need to know" basis.

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity.

Temporary Restriction from Participation in ~~Excuse from~~ Physical Education

If a student is not to participate in physical education class for any reason, a note from the parent is required stating the reason and for how many days the student is not to participate. Student non-participation must not exceed three (3) days without a doctor's written statement. The doctor's note must be specific in nature and include a release date for participation. Written academic work shall be required from students who are unable to participate in physical activities for more than five (5) consecutive days. Academic work may be required as makeup work for non-participating students. The student will attend the physical education class and observe even when they are excused from participation.

Food Allergies

Parents should notify the District ~~The District requests to be notified~~ when a student has been diagnosed with a food allergy, especially ~~an those~~ allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your student 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.

When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The District's food allergy management plan can be accessed on the District website. An emergency action plan must be established for the care of students with severe allergic reactions. Please see the campus nurse.

Head Lice

TISD follows the recommendations of the Texas Department of State Health, the American Academy of Pediatrics, the National Association of School Nurses and the CDC regarding head lice management. Head lice, ~~although not an illness or a disease,~~ is very common among children. Although not an illness or a disease, it ~~and is~~ 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 or recommend 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 ~~determine whether the student will need to be picked up from school and~~

~~to~~ discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student ~~has undergone~~one treatment, the parent should contact ~~check in with~~ the school nurse to discuss the treatment used. ~~and allow for the child's hair to be re-examined before re-entering the classroom. A lice notification letter will also be sent to the parents of all students in the classroom where lice have been identified without identifying the student with lice.~~ The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent lice from returning~~their return~~.

The District will provide notice to parents of elementary school students in affected classroom without identifying the student with lice. More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home.

Medical Guidelines

The TISD School Health Advisory Council (SHAC) as approved a list of first aid supplies to be used in the treatment of students enrolled in Temple schools. Please notify the school nurse if your student should not be treated with any of these items:

- Isopropyl Alcohol - antiseptic
- Aloe Vera Gel - sunburn
- Bacitracin Ointment - topical antibiotic ointment
- Calamine Lotion - itching and rashes
- 1% Hydrocortisone Cream - topical steroid reduce redness, swelling and itching
- Ice packs - anti-inflammatory
- Sterile Saline Solution – rewetting solution for contacts
- Unseasoned Meat tenderizer - insect bites
- Salt - gargle for sore throat
- Tinactin Cream - topical antifungal
- Vaseline - chapped lips and skin
- Tap water – eye rinse

Physical Activity Requirements

Middle School

~~In accordance with board policies,~~ the District will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

Health-Related Resources, Policies and Procedures

Physical and Mental Health Resources

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources: the campus nurse, the school counselor or the Bell County Public Health District (201 North 8th Street, Temple (254) 773-4457).

Policies and Procedures that Promote Student Physical and Mental Health

The District has adopted board policies that promote student physical and mental health that can be found on the District's website.

- 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 Interventions: FFB;
- Trauma-Informed Care: FFBA;
- Student Support Services: FFC;
- Student Safety: FFF;
- Child Abuse and Neglect: FFG;
- Freedom from Discrimination, Harassment, and Retaliation: FFH;
- Freedom from Bullying: FFI.

In addition, the District Improvement Plan details the District's strategies to improve student performance through evidence-based practices that address physical and mental health. The District has developed administrative procedures as necessary to implement the above policies and plans.

School Health Advisory Council (SHAC)

During the preceding school year, the District's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the District's SHAC is available from the Director of Health Services.

Notification of upcoming SHAC meetings will be posted at each campus' administrative offices 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.

Parents, teachers, and community members are encouraged to become active member of the SHAC. For more information, please contact Kim Glawe, Director of Health Services at (254) 215-6893.

Student Wellness Policy/Wellness Plan

~~Temple ISD is committed to~~ encouraging healthy students, ~~the District and therefore~~ has developed a Board-adopted wellness policy and corresponding plans and procedures to implement the policy. ~~For You are encouraged to contact the Director of Health Services with~~ questions about the content or implementation of the District's Student Wellness Policy and Plan, please contact Kim Glawe, Director of Health Services at (254) 215-6893.

Other Health-Related Matters

Physical Fitness Assessment

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 campus principal to obtain the results of his or her student's physical fitness assessment conducted during the school year.

Seizures

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

Vending Machines

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.

Tobacco and E-Cigarettes Prohibited

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

Asbestos Management Plan

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the District's plan in more detail, please contact Kenneth Wolf, the District's designated asbestos coordinator, at (254) 215-6555.

Pest Management Plan

The District is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the District strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, 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 further 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 Kenneth Wolf, the District's IPM coordinator, at (254) 215-6555.

Homeless Students

You are encouraged to inform the District if you or your student are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. The McKinney-Vento Homeless Education Assistance Improvements Act defines homeless as individuals who lack a fixed, regular, and adequate, nighttime residence which can include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings not designed for or ordinarily used as a regular sleeping accommodation for human beings; and
- migratory children who qualify as homeless because the children are living in circumstances described above.

For more information on services for homeless students, contact the District's Homeless Education Liaison, Tiffany Vestal at (254) 215-6682.

Homework

Homework is an extension of the classroom and is not assigned unless that skill has previously been taught. Please provide a place and time at home so that good study habits may be formed.

Please refer to the ~~202118-202219~~ *TISD District Policies, Procedures and Guidelines for Grading Promotion, Retention, and Placement* that is a separate document from the Temple ISD Parent and Student Handbook. This document is assessable on the District's website at www.tisd.org, through the Secondary Education Department under ["Students" tab under Handbooks](#) ["Parent Resources"](#) and the ["Grading Guidelines"](#) link.

Immunization

~~The Texas Department of State Health Services requires all students to obtain certain vaccines in order to enroll in public schools.~~ A student must be fully immunized against certain diseases or must present a certificate or statement that, for reasons or reasons of conscience, including a religious belief, which the student will not be immunized. ~~The Texas Administrative Code (TAC) 97.62 describes the conditions under which individuals can seek exemptions from Texas immunization requirements. Exclusions from compliance are allowable on an individual basis for medical contraindications, active duty with the armed forces of the United States, and reasons of conscience, including religious belief.~~

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; ~~or online at Affidavit Request for Exemption from Immunization~~. The form must be notarized and the original copy submitted to the principal or school nurse within 90 days of notarization. ~~The form is effective for 2 years from date of request and must be reviewed at the end of the two year period if continued exemption is requested.~~ If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on immunization requirements. ~~age appropriate doses or~~

~~on an acceptable physician-validated history of illness required by TDSHS.~~ Proof of immunization may be established by personal records from a licensed physician or public health clinic with an official signature or rubber-stamp validation.

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

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

The following list is a summary of the immunization requirements for enrollment in Temple ISD and the minimum state vaccine requirements for Texas school attendance incorporated in Title 25 Health Services, §97.61 - §97.72 of the Texas Administrative Code. This list is not intended as a substitute for consulting the TAC, which has other provisions and details.

Immunization Requirements Reference Guide for the 20~~21~~¹⁹-202~~20~~²⁰ School Year

3 year olds and 4 year olds (PRE K) ✓*HIB and PCV not routinely administered to children \geq 5 years of age.*

4 doses of DTP, DTaP, DT

3 doses of Polio

1 dose of MMR¹ on/after 1st birthday

3 doses of HIB with the 3rd dose given on/after 1st birthday and at least 2 months since dose #2

OR 1 dose on/after 15 months of age

4 doses of PCV² with one given after 1st birthday OR 1 dose on/or after 24 months of age

3 doses of Hepatitis B¹

1 dose of Varicella^{1, 4} on/after 1st birthday (if the child has NOT had chickenpox)

2 doses of Hepatitis A¹ on/after 1st birthday (must allow 18 months between doses*)

Kindergarten – Sixth Grade

✓*Ages 7 years and older, 3 doses of DTP containing vaccine with one dose on/after 4th birthday.*

5 doses of DTP, DTaP, DT with one on/after 4th birthday OR 4 doses if one dose is on/after the 4th birthday

4 doses of Polio with one on/after 4th birthday OR 3 doses if one dose is on/after 4th birthday

2 doses of MMR¹ on/after 1st birthday

3 doses of Hepatitis B^{1, 3}

2 doses of Varicella^{1, 4} on/after 1st birthday (if the child has NOT had chickenpox)

2 doses of Hepatitis A¹ on/after 1st birthday (must allow 18 months between doses*)

Seventh Grade

3 doses of DTP, DTaP, DT, Td, Tdap with one on/after 4th birthday, AND 1 dose of Tdap within the last 5 years. Td is acceptable in lieu of Tdap if a contraindication to pertussis exists.

4 doses of Polio with one on/after 4th birthday OR 3 doses if one dose is on/after 4th birthday

2 doses of MMR^{1, 6} on/after 1st birthday

3 doses of Hepatitis B^{1, 3}

2 doses of Varicella^{1, 4} on/after 1st birthday (if the child has NOT had chickenpox)

2 doses of Hepatitis A¹ on/after 1st birthday (must allow 18 months between doses*)

1 dose of quadrivalent meningococcal conjugate vaccine (MCV or MenACWY) on or after the student's 11th birthday

Eighth – Twelfth Grade

3 doses of DTP, DTaP, DT, Td, Tdap with one on/after 4th birthday, AND 1 dose of Tdap is required within the last 10 years. Td is acceptable in lieu of Tdap if a contraindication to pertussis exists.

4 doses of Polio⁵ with one on/after 4th birthday OR 3 doses if one dose is on/after 4th birthday

2 doses of Measles, 1 dose of Mumps and 1 dose of Rubella on/after the 1st birthday

3 doses of Hepatitis B^{1, 3}

2 doses of Varicella^{1, 4} on/after 1st birthday (if the child has NOT had chickenpox)

1 dose of quadrivalent meningococcal conjugate vaccine (MCV or MenACWY) on or after the student's 11th birthday

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- V~~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.
- O~~The principal~~ ordinarily ~~will~~ make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- O~~The principal~~ ordinarily will be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who ~~is thought to have committed certain offenses or who~~ has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors 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 ~~regarding in regards to~~ a student who is required to register as a sex offender.

Leaving Campus

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

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

For students in middle school, a parent or ~~otherwise~~ authorized adult must come to the office and show identification to sign the student out. ~~Please be prepared to show identification. Once an identity is verified, a~~ campus representative will ask the student to report 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 ~~any you to go to the classroom or other area~~ unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

~~For students in high school, t~~The same process applies to students in high school if a parent picks the student up from campus. ~~will be followed.~~ If the student's parent ~~will~~ authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office ~~in advance of the absence,~~ no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student

may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines 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 directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is permitted by his or her parent allowed to leave campus unaccompanied, by himself or herself, as permitted by the student's parent, or the nurse will document the time of day the student was released. Under no circumstances will a student in middle school be released unaccompanied

if the student is ~~age-18~~ years of age or is an emancipated minor, the student may sign him or herself out of school. Documentation regarding the reason for the absence will be required. the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

The THS campus is considered as "closed" for all students except juniors and seniors. Juniors and Seniors must present a student ID card showing their grade level and have a valid parking sticker on their vehicle to leave at lunch time.

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.

Loitering

Loitering on school property, after being warned to leave, constitutes trespassing. Students that are not under the direct supervision of a teacher, who do not have an assigned class or who do not have a scheduled activity after school must be off campus within a reasonable time after the last class. Students are asked to move from one class to another in an orderly and efficient manner. Students who loiter will be subject to disciplinary action and/or truancy. The parking lots are off-limits for students except when arriving at school, leaving and returning from lunch (juniors and seniors only), and leaving in the afternoon. Visiting or loitering in the lot will not be allowed. There will be a TISD staff person on duty during and after school hours having the delegated authority to handle problems. Avoid leaving valuable objects or items in unlocked cars.

Student Location/Unsupervised Area

After arriving at school, students must be in the student center, cafeteria, or in an area supervised by a teacher or other school employee. Students should not be in areas that are not supervised. This would include, but not limited to: parking lots, fields, athletic facilities, or vocational areas.

Lost and Found

A “lost and found” collection box is located in the campus office. ~~A student who loses if your student has lost~~ an item ~~should, 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

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

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

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

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

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time. Maximum time for completion is three days. The Principal may review extenuating circumstances.

Teachers may assign additional work to assure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Please refer to the ~~2021-18~~-2022-19 TISD District Policies, Procedures and Guidelines for Grading Promotion, Retention, and Placement that is a separate document from the Temple ISD Parent and Student Handbook. This document is assessable on the District's website at www.tisd.org, through the Secondary Education Department under "[Students](#)" tab under "[Handbooks](#)". ~~"Parent Resources" and the "Grading Guidelines" link.~~

Opportunity to Complete Courses

~~A student removed from the regular classroom to ISS or another setting, other than DAEP, if a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of the 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. ~~Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.~~~~

Alternative Means to Receive Coursework

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

Medicine at School

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication(s) to be administered during the school day must have orders written by a qualified health care provider. A form from the student's health care provider requesting administration of medication by school personnel must be on file in the nurse's office. This form must include a written and signed request by the parent/guardian indicating permission for the District to administer the requested medication. **The Physician's Request for Administration of Medication by School Personnel** and the **Parent's Request for Administration of Medication by School Personnel** forms are available in the nurse's office and on the Temple ISD Health Services web page. All medication given during the school day or school related activity will be administered exactly as written on the **Physician's Request for Administration of Medication by School Personnel** form. The written request form must be dated for the current school year and expires at the end of the current school year. A new completed form is required if there is a change in the way or how the medication is to be

administered (i.e. dose, time, medication). These forms will be kept in a confidential secure location in the nurse's office and ultimately filed in the student's Cumulative Health Folder. All health records will be stored as per the District's records retention policy.

All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee. The District will not purchase any medication to give to a student. Students authorized to possess and administer their own medication due to a qualifying medical condition (i.e. asthma, diabetes or severe allergy), or as otherwise allowed by law, will be determined in collaboration with parents, student, school nurse and health care provider.

Only authorized employees may administer prescription medication as per the following guidelines in accordance with policy FFAC.

- Prescription medication must be in the original, properly labeled container containing the student's name, physician's name, date, name of medication, and dosage instructions. Medication is provided by the parent along with a written request from a qualified health care provider. All medication given during the school day or school related activity will be administered exactly as written on the **Physician's Request for Administration of Medication by School Personnel** form.
- Prescription medication transferred to a properly labeled container by a registered nurse from the original medication filled from the original, properly labeled container with the student's name, physician's name, date, name of medication, and dosage instructions.
- Treatments such as essential oils or herbal supplements are not **FDA Drug Approved** and will not be administered at school.
- 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 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.
 - If sunscreen needs to be administered to treat any type of medical condition, communication with the school nurse is required so that the District is made aware of any safety and medical issues related to the student's care while at school.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may ~~be permitted to~~ possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed

health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

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

Mental Health Support

The District has implemented programs to address the following mental health, behavior 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 the community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth developments; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the District has procedures to support the student's return to school.

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

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

Nondiscrimination Statement

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

In accordance with Title IX, the District does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to ~~admission and~~ employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator, 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 Acts, 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: Eric Haugeberg, Assistant Superintendent of Student Services, (254) 215-6792, 401 Santa Fe Way, Temple, Texas 76501. 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 responds in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Dr. Emilio Olivares, Coordinator of Student Intervention and Response, (254) 215-7280, 401 Santa Fe Way, Temple, Texas 76501;
- For all concerns regarding discrimination, see the Superintendent: Dr. Bobby Ott, (254) 215-6760, 401 Santa Fe Way, Temple, Texas 76501.

Parent and Family Engagement

Working Together

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

Temple ISD Middle School and High School Parent and Student Handbook

- Encouraging your student to put a high priority on education and working with your student ~~every day on a daily basis~~ to make the most of the educational opportunities the school provides.
- Ensuring that your student completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your student'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 student.
- Reviewing the requirements and options for graduation with your student in middle school and again while your student is enrolled in high school.
- Monitoring your student's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement.
- Serving on the School Health Advisory Council (SHAC), assisting the District in ensuring local community values are reflected in health education instruction and other wellness issues.
- ~~• Serving on a committee to determine criteria to be used to evaluate the overall performance of the District and each campus in community and student engagement.~~
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Monday of each month at 6 P.M. at the Temple ISD Administration Building. An agenda for a regular or special meeting is posted no later

than 72 hours before each meeting at the Administration Building and on the District's website.

Parking and Parking Permits

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable suspicion exists to do so. Students have full responsibility for the security of their vehicles and will make certain they are locked and that their keys are not given to other students. Students will be held responsible for any prohibited objects or substances, such as alcohol, illegal drugs, drug paraphernalia, tobacco products, guns or other weapons, ammunition that are found in their cars and will be subject to disciplinary action.

A student's parking privileges may be suspended at any time for vehicle operation issues deemed to be excessively reckless or that result in a major disruption of the educational environment.

All student vehicles must have a parking permit. The only designated student parking lot is located in front of the student center. Students are not permitted to park in lots designated for faculty or staff. Students are not permitted to park anywhere else on campus unless written arrangements have been made with campus administration.

The initial parking ticket for no parking permit or an expired parking permit will be a warning ticket. This will be a good opportunity to purchase a valid parking permit without a penalty. Parents will be contacted when a student receives a parking ticket.

Violations include, but not limited to, the following:

- Unsafe operation of a motor vehicle as determined by a security officer, teacher, or administrator.
- Failing to stop when instructed to do so by a security officer, teacher, or administrator.
- Non-moving parking violations, such as parking in faculty, visitor, or shop (around the career center) parking spaces, or in fire or bus lanes between zero period and the last period of the day, or anywhere not designated student parking.
- No parking permit or an expired parking permit.
- Parking a vehicle facing the wrong way.

On the first offense, students may be assigned a disciplinary consequence by an assistant principal. On the second offense during the course of the school year, students will be assigned an appropriate disciplinary consequence or fined \$5.00. On the third offense, students will be assigned an appropriate disciplinary consequence or a \$10.00 fine. On the fourth offense, the student's parking privileges will be revoked.

If a student is not permitted to park on school property during the school day and chooses to park a vehicle on school property during this time period, the student's vehicle will be towed away at the owner's expense or mechanically detained using a "boot". Parents will be contacted.

Physical Examinations/Health Screenings

Athletics' Participation

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 athletic program, District marching band and any district extracurricular program identified by the superintendent.

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

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

Other Examinations and Screenings

As part of Health and Safety code, Chapter 36, the health screening programs require all students enrolled for the first time to be screened or have a professional examination for possible issues. The screenings will be administered by the District's health services staff. Students may also 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. Screening dates will be determined by the Department of Health Services and parents will be notified in writing.

All students entering district schools from out of the country shall provide evidence of having received a tuberculosis screening exam (TB skin test). Students with a TB skin test result of ten millimeters or more shall be referred to their healthcare provider for further assessment. A doctor's note is required if there are any other symptoms or questions of communicability and the student must provide written documentation of evaluation results from a physician. This documentation must be presented to the campus nurse within 2 weeks from the initial positive screening result.

The District may require and provide additional screenings as state, district and/or community resources mandate. Parents of students identified through any screening programs as needing treatment or further evaluation, shall be advised of the need and referred to appropriate health agencies.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early age, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvatures before the end of the school year. As appropriate, student will be referred for follow-up with their physician. For information on spinal screening by an outside professional or exemption for spinal screening based on religious beliefs, see policy FFAA(LEGAL).

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

Pledges of Allegiance and a Minute of Silence

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.

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 at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

Prayer

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

Promotion and Retention

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

- Teacher recommendations;
- Grades;
- Scores on criterion-referenced or state-mandated assessments; and
- ~~A in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and~~ any other necessary academic information as determined by the district.

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

Middle School Grade Levels

For the 2021-22 school year, a parent may request in writing that a student repeat grade 6, 7 or 8 that the student was enrolled in during the 2020-21 school year. Before granting the request, the District may convene a retention committee to meet and discuss the request and will invite the parent to participate.

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

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

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

~~A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.~~

~~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.~~

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

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school level who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. For 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.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level ~~or grade-level~~ standards. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments.

For the 2021-22 school year, a parent may request in writing that a student repeat a course taken for high school credit that a student took and received credit for during the 2020-21 school year. Before granting the request, the District may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Report Cards/Progress Reports and Conferences

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every six weeks. At the end of the first three weeks of a grading period, parents will receive a progress report if their student's performance in any course of subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent should schedule a conference with the teacher. Progress reports will be issued at the end of the first three or fourth week of a grading period. If the student receives a grade lower than 70 in any

~~class or subject at the end of a grading period, the parent should request a conference with the teacher of that class or subject.~~

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the Board-adopted policy. Grading guidelines ~~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.

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.

All grades will be recorded numerically on report cards and on permanent records. Grades will be recorded as follows: A - 90 to 100; B - 80 to 89; C - 70 to 79; F- below 70 is failing.

The District will use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes.

Safety

Student safety on campus, at school-related events, and ~~on in~~ District vehicles is a high priority of the District. ~~Although the District has implemented safety procedures, the c~~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 or set by district employees, ~~as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.~~
- Remain alert to any safety hazards, ~~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, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns through the district website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Articles: Lost or Stolen

The school is not responsible for items a student may lose or misplace, or for items stolen including cell phones or other electronic devices. Therefore, students should make every effort to have locks for their lockers, where available, and to have their belongings marked. Student name and teacher name should be put in all textbooks. If an article is found, it should be brought to the office. If a student has lost an article, he or she should check the lost and found. Articles in the lost and found will be disposed of after a reasonable time.

Articles: Money, Valuables, Etc.

Large amounts of money or other valuables are not to be brought to school. When the item is discovered, the article will be confiscated and retained in the office for a period of time at the principal's discretion.

Prohibited items will be collected by the teacher and turn them in to the principal's office. The principal will determine whether to return the items at the end of the day for the student to take home or whether the parent will be contacted to pick up the items. Any disciplinary action will be in accordance with the Student Code of Conduct.

Money sent to school should be placed in a sealed envelope marked with the student's name, grade and purpose for which the money is intended. Money should only be sent to school for school designated purposes. The school is not responsible for loss of a student's money.

Drug and Safety Information Tip Line

Temple ISD provides a Keep TISD Safe reporting system for students, parents and Temple ISD employees to provide information about student safety issues. This system is not meant to replace the one-to-one relationship between administrators, faculty and students, but allows for reporting to be monitored by Temple personnel. Parents, students and TISD employees are encouraged to utilize this system. Please refer to the District website home page at www.tisd.org

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

The District will annually offer instruction in CPR at least once to students enrolled in grade 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 grade 7-12 instruction on the use of bleeding control stations to respond to traumatic injury.

Emergency Medical Treatment and Information

All parents are asked each year to complete an emergency 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 is unable to 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.

~~All students are required to have an emergency information form on file with the nurse's office. Please list at least two neighbors or nearby relatives who will assume temporary care of the student if the parent cannot be reached. If a change of address occurs or need to include another phone number arises, please contact the school nurse so that the emergency form can be updated.~~

~~If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form and current health conditions form. If a student has a health condition, such as asthma, diabetes, seizures or severe allergies, that may require possible emergency treatment, it is the parent's responsibility to notify the nurse and provide an~~

~~Emergency Action Plan (EAP) as determined by parents, physician and school nurse. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.~~

~~If student must be sent home from school or has not been picked up after school within one hour after school dismissal the following procedures may be followed:~~

- ~~• All other contacts on emergency form will be contacted~~
- ~~• Truant officer may visit home (not allowed to transport students)~~
- ~~• Police or CPS may be notified~~

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the District needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause. ~~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 situation, which may include real-time or automated messages. It is crucial to notify your student's school when a phone number previously provided to the District has changed. State law requires parents to update contact information with two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the District will also alert the community in the several ways. In the event of bad weather, local radio or television stations will announce if school is cancelled. Please do not call the schools or administration offices. Telephone calls will hamper officials as they are gathering information to determine if school can be held. As soon as a decision is made, the media will be informed and TISD will provide information to parents on the District's website at www.tisd.org. For parents who are subscribers to ~~School Messenger~~, the District's mass notifications system, a text message about the school-closing will be sent to the e-mail address or mobile phone number provided by the subscriber.

Schedule Changes

A student may exit a course which enrolled and move to another course by submitting a change request form within the first 5 days of class during the first semester. Any schedule change request requires written permission from a parent. In addition, space must be available in the course to be added. Permission must be received from the principal or designee after the deadline.

Students enrolled in Pre AP, Advanced and/or, AP/IB will have the first six weeks of the first semester to request the schedule change to a regular level course. In addition, the student must have the written permission of parent, counselor, and currently assigned teacher. The student will take the previous grade to their new assigned class. The student will not receive any weighted points when changing his or her schedule to a regular course. After the first six weeks of each semester, students may not make any schedule changes and must remain in the original course until the end of the semester.

A student may exit a full year course at the end of the semester following the same guidelines as above.

Exception to schedule change procedures for extreme situations requires principal's approval. 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 schedule.

School Facilities

Use by Students Before and After School

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

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

Food and Nutrition Services

The District participates in the School Breakfast Program, National School Lunch Program, After School Snack Program, Seamless Summer Option, and Summer Food Service Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

~~Free and reduced price meals are available based on financial need or household situation. 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. To apply for the free or reduced meal program, contact the School Nutrition Office at (254) 215-6523 or visit www.tisd.org.~~

Free and Reduced Meal Program and Benefits

~~Free and reduced price meals are based on income eligibility. Students receiving benefits from the prior year will qualify for the first 30 school days with the same eligibility. If a new application is not submitted and approved within the first 30 school days, student(s) will no longer qualify and will be charged full price of meal. Only one application is needed for each household, unless the application is for a run away, homeless or migrant student.~~

~~Applying for the meal program provides other opportunities for High School students: Fee waived for SAT, ACT testing and College Applications, Reduced Summer School Program Fees, Reduced Fees for AP Test. Information about a student participation in the program is confidential.~~

The School Nutrition Department uses a computer software system to track student accounts and prepayments are accepted in the cafeteria serving line daily. Online payment system available on www.schoolcafe.com/templeisd ~~www.MySchoolBucks.com~~ for parents to make pre-payments to student meal and snack accounts. Parents can view balances and purchase history. Printouts of transactions are also available by contacting the School Nutrition Office. All positive balances will remain in a student’s account and can carry forward to the next school year. Any request for refunds of positive balances at the end of school can be made by the parent with a signed written request. Parents are strongly encouraged to continually monitor their student’s meal account balance. The District will notify parents of low and negative balances through an automated phone system.

Student Meal Prices: ~~Breakfast Lunch~~

~~Elementary Full Priced \$1.25 \$2.50~~

~~Elementary Reduced \$0.30 \$0.40~~

~~Secondary Full Priced \$1.50 \$2.75~~

~~Secondary Reduced Priced \$0.30 \$0.40~~

Adult Meal Prices: Breakfast Lunch

~~\$2.50 25 \$4.50 3.75~~

Meal Charge Policy

Students will receive meals at no charge. Second meals or a-la-carte items cannot be charged.

~~Elementary—Students may charge up to a maximum of 3 days.~~

~~Secondary and Alternative Sites—Students may charge a maximum of 1 day.~~

~~After the maximum allowed charges, a “low cost reimbursable meal” will be offered to students until all charges are paid in full. A la carte and snack purchase privileges will be reinstated when all charges are paid in full.~~

~~Charges will not be permitted during the last four weeks of school in efforts to collect charges so that the student’s account is in a positive balance at the end of the school year. All positive balances will remain in a student’s account and can carry forward to the next school year. Any request for refunds of positive balances at the end of school can be made by the parent with a signed written request.~~

~~Parents are strongly encouraged to continually monitor their student’s meal account balance. The District will notify of low and negative balance through an automated phone system.~~

Seamless Summer Option

The District will exercise the flexibilities provided by the state and operate the Seamless Summer Option at the elementary level for the 2021-2022 school year. The District will provide both breakfast and lunch at no charge to all student. Students may receive one breakfast and one lunch per school day.

Library

~~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 with a pass from the teacher.~~

~~The library is an integral part of the school instructional program. It is organized and administered so that the most suitable materials possible, as well as instruction for its use, are provided. A librarian will be present to supervise and assist students who need help. The library furnishes an attractive and comfortable place where students may study in a peaceful atmosphere or read for pleasure or recreation. It is expected that everyone will show respect for others by helping to keep the library quiet and orderly at all times. If a student loses a book, the loss should be reported to the librarian immediately. If the book is not found after a reasonable amount of time, its replacement cost is due. Until lost or damaged books are paid for, the pupil’s grades, report cards, class schedules, and other records may be withheld.~~

Deliveries

There will be no selling of foods or special items on the campus for any reason without prior approval from the administration. Gifts, balloons, flowers, or food deliveries will remain in the front office. THS front office staff will not accept deliveries of any items for Valentine’s Day.

Meetings of Noncurriculum-Related Groups

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

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

Searches

District Property

Desks, lockers, district-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in District property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General

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

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

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

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

Metal Detectors

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.

Lockers

At Temple High School, students will be assigned a locker upon student request through the Assistant Principal's Secretary. One lock will be provided at no-charge to each student. There

will be a \$5.00 charge to replace any lost, stolen, or damaged locks. Signs may be displayed on the outside of the door so long as the messages are in good taste and signs are attractively maintained.

Telecommunications and Other Electronic Devices

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

Any searches of personal ~~telecommunications or other personal~~ electronic devices ~~performed by campus administration~~ will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. Any unauthorized video taken on campus or at a school-related activity will be deleted and may result in disciplinary action. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

Trained Dogs

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 an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Vehicles on Campus

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

Random Drug Testing

The District requires random drug testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities.

Special Programs

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

Bilingual / ESL

Connie Sisneros

215-6882

Parent Education & Involvement

Gill Hollie

215-5963

Section 504	Dr. Emilio Olivares	215-7280	
Dyslexia	Dr. Karen Morgan	215-6853	
Elementary GATE	Chelsea Molton <u>Bonnie Casmer</u>		215-
5955			
Advanced Academics	Renota Rogers	215-6922	
Special Education	Jennie Mathesen	215-6844	

The Texas State Library and Archives Commission’s Talking Book Program provided audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

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

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- ~~• Writing, including spelling and grammar, in grades 4 and 7~~
- Science in grades 5 and 8
- Social Studies in grade 8
- ~~• Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP).~~

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's admission, review, and dismissal (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 Satisfactory on STAAR Reading and Math

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:

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 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, of more than one classroom teacher is available.

- File a grievance or complaint regarding the content or implementation of the ALC's educational plan.

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.

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.

Personal Graduation Plans – Middle School Students

For a middle 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 middle school student who is determined by the District to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

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

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.

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

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

- Algebra I
- English I and English II

- Biology
- U.S. History

Satisfactory performance on the applicable assessments 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. ~~The windows occur in, 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 admission, review, and dismissal (ARD) committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

Failure to Perform Satisfactory 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.

Steroids

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

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

Students in Foster Care

In an effort to provide educational stability, the District will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to 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 ~~Eric Haugeberg~~Gill Hollie, who has been designated as the District's foster care liaison, at (254) 215-~~59636792~~ with any questions.

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 Gill Hollie, who has been designated as the District's homeless education liaison, at (254) 215-5963.

Student Speakers

The District provides students the opportunity to introduce selected student assemblies and banquets. Students are eligible to introduce these events if they are in the highest two grade levels of the school, volunteer and are not in a disciplinary placement at the time of the speaking event. 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.

~~Substance Abuse Prevention and Intervention~~

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

Suicide Awareness

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your student, please access Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area.

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

Tardies

Tardiness means not being in the classroom when the tardy bell has finished ringing. Tardiness disrupts instruction for both the tardy student and others in the classroom. If a student is tardy to school or to class, it will be documented and the student will be subject to disciplinary action. Car trouble or missing the school bus are not acceptable excuses for arriving on campus late. A student arriving on campus late must first report to the attendance office.

A student who is 15 minutes or more late to a class will be counted as absent.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

The District provides textbooks and other district-approved instructional materials ~~are provided~~ to students free of charge for each subject or class. Student must treat any books ~~must be treated~~ with care. The District may also provide electronic textbooks and technological equipment ~~may also be provided~~ to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher.

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.

All textbooks/electronic equipment will be accounted for electronically. At the end of the year, students will return their books/electronic equipment. Students can pay the next year's usage fee and keep their Chromebook over the summer. Until lost or damaged books/electronic equipment are paid for, the students' grades, report cards, class schedules and other records may be withheld.

Transfers

The principal is authorized to transfer a student from one classroom to another. Students will have the absences accumulated in the class from which they transferred carried forward into the class they enter. Students transferring from our campus who have exceeded the number of absences allowable for credit will not receive credit. Transcripts sent to other school districts will reflect no credit has been awarded because of absences. Transfer of credits from a non-accredited school will be based on a student's successful completion of the credit by examination process for all courses that are being transferred in grades 9-12.

Transportation

School-Sponsored Trips

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

Buses and Other School Vehicles

The District makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually, 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 licensed child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her student. ~~Parents may not use a child care facility as the pick up or drop off location in order to secure transportation.~~ The designated location facility or residence must be on an approved stop on an approved route in the attendance zone of the student's school. Students may not have more than one designated pickup or drop-off locations. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the campus who will notify the Department of Transportation.

At Wheatley Alternative Education Center, transportation is only provided in the afternoon.

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, the Student Code of Conduct and the Temple ISD Bus Rider Handbook. Students must:

- Follow the driver's or attendant's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct and the Temple ISD Bus Rider Handbook, including loss of ~~the~~ privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Students will be charged for the cost of the repairs due to vandalism of the bus. Bus services may be discontinued until restitution has been made.

Vandalism

~~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

For safety purposes, The District uses video and audio recording equipment ~~is 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 administrator 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 certain self-contained special education classrooms. The District will provide notice before placing a video camera in a classroom or other setting in which your student receives special education services. For information or to request the installation and operation of this equipment, please speak with the principal.

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures including the presentation of a photo ID which will be scanned into the Visitor Management System. The Visitor Management System will also print a visitor's badge for parents wishing to enter the school beyond the administrative offices.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school

~~environment. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.~~ Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with state law, 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 peaceable 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 file in accordance with board policy.

Visitors Participating in Special Programs for Students

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.

On Career 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.

Registered Sex Offenders on District Premises

The Temple Independent School District strictly forbids registered sex offenders (RSO) from entry on property, vehicles, equipment, or facilities owned, leased or operated by or on behalf of the Temple ISD except for school board meetings, voting in elections or attending a scheduled parent-teacher or administrator meeting regarding their student (which they are the parent, guardian, or person having lawful custody).

When entering the campus at which the student is enrolled, a RSO must proceed directly without pause or delay to the administrative offices of the campus and must be supervised by the appropriate district personnel at all times. It is the intention of the Temple ISD to prosecute violations of this prohibition to the fullest extent of the law.

Volunteers

Parents are encouraged to contact their student's campus to inquire about volunteering opportunities within the District. According to law, districts are required to obtain criminal history information on volunteers. Temple ISD considers a volunteer to include any person who is not an employee of the District who will be working with students. Please contact the campus principal for further information.

Voter Registration

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

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 registrar'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.

Glossary

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

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

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

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

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

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the Every Student Succeeds Act.

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

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a

statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate 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 one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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

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

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

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

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

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

Student Code of Conduct is developed with the advice of the 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. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

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

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

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

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

Appendix: Freedom from Bullying Policy

Policy FFI(LOCAL) adopted on August 16, 2012.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.

DEFINITION

Bullying occurs when a student or group of students who are on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District engages in written or oral expression, expression through electronic means, or physical conduct that:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school; and
2. Such conduct:
 - a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student's property, or placing a person in reasonable fear of harm to the student's person or of damage to the student's property; or
 - b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

RETALIATION

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

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly re-report may impair the District's ability to investigate.

REPORTING PROCEDURES

STUDENT REPORT

To obtain intervention and assistance, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District professional employee.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall promptly notify the principal or designee.

REPORT FORMAT

A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.

INVESTIGATION OF REPORT

The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH(LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.

If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall so notify the complainant/reporter in writing and dis-miss the complaint.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.

DISTRICT ACTION

BULLYING

In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken.

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

STUDENTS WITH DISABILITIES

Before a student with disabilities is disciplined for engaging in bullying, the District shall comply with state and federal requirements related to discipline of students with disabilities.

COUNSELING

If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.

TRANSFERS

If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.

IMPROPER CONDUCT

If the investigation reveals improper conduct that was not “bullying,” the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.

CONFIDENTIALITY

To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

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

RECORDS RETENTION

The District shall retain records of the complaint and investigation in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES

Temple ISD Middle School and High School Parent and Student Handbook

Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District's Web site; a copy may also be obtained at each campus and the District's administrative offices.