

# STUDENT CODE OF CONDUCT REVISIONS GUIDE

ADDITIONS/DELETIONS	PAGE #	REASON
<p><b>Campus Behavior Coordinator (Campus Administrator)</b></p> <p>Campus administrator represents campus behavior coordinator when stated as such within the Student Code of Conduct.</p>	<p>Page 2</p>	<p>CAMPUS BEHAVIOR COORDINATOR. Chapter 37 creates the position of campus behavior coordinator to serve at each campus within a school district. The campus behavior coordinator may be the current principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is responsible for maintaining student discipline and completing designated duties as assigned by law.</p>
<p>...by the campus principal.</p>	<p>Pages 2, 9, 14, 16,50, 51, 56, 60,61, 67</p>	<p>Aligns language with District practice.</p>
<p><b>Revoking Transfers</b></p> <p>...revoke the transfer of a resident or nonresident...</p>	<p>Page 2</p>	<p>Aligns with FDB Local and regulations.</p>
<p><b>“Parent” Defined</b></p> <p>Throughout the Student Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.</p>	<p>Page 3</p>	<p>PARENT DEFINED. The definition of parent has been included here for clarification purposes. This definition matches the definition of parent in FO(LOCAL).</p>
<p><b>Participating in Graduation Activities</b></p> <p>Students eligible to <del>spea</del>give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening and closing remarks, <del>including as a salutatorian or valedictorian...</del></p>	<p>Page 3</p>	<p>Align language with District practice.</p>
<p>The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-</p>	<p>Page 3</p>	<p>Align with District practice.</p>

# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p>school suspension, removal to DAEP, or expulsion during the semester immediately preceding graduation.</p> <p>See DAEP – Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.</p> <p><b>Disregard for Authority</b></p> <ul style="list-style-type: none"> <li>● Refuse to accept discipline management techniques assigned by a teacher or campus administrator.</li> <li>● Engage in a persistent misbehavior. The District defines “persistent” to be two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation.</li> <li>● Truancy or excessive tardiness (see glossary).</li> </ul> <p><b>Mistreatment of Others</b></p> <ul style="list-style-type: none"> <li>● Unwanted physical striking of another person.</li> <li>● Retaliation against another student or against any school employee.</li> </ul> <p><b>Property Offenses</b></p> <ul style="list-style-type: none"> <li>● Littering.</li> </ul> <p><b>Possession of Telecommunications or Other Electronic Devices</b></p> <ul style="list-style-type: none"> <li>● <del>Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.</del></li> <li>● Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules. Please refer to the Student AUP Resource Material reference located in this Student Code of Conduct.</li> </ul>	<p>Page 3</p> <p>Page 4</p> <p>Page 4</p> <p>Page 5</p> <p>Page 5</p>	<p>Location of detailed information within the Student Code of Conduct.</p> <p>Align with TASB model.</p> <p>Align with TASB model.</p> <p>Align with TASB model.</p> <p>Remove redundancy in language and align with TASB.</p>
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# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p><b>Safety Transgressions</b></p> <ul style="list-style-type: none"> <li>Interfere with an authorized activity by seizing control of all or part of a building.</li> <li>Interfere with the movement of people at an exit or entrance to district property.</li> </ul>	<p>Page 7</p>	<p>Align with TASB model.</p>
<p><b>Miscellaneous Offenses</b></p> <ul style="list-style-type: none"> <li>Post, sell, circulate or distribute non-school materials without prior approval.</li> </ul>	<p>Page 7</p>	<p>Align with TASB model.</p>
<p><b>Routine Referral</b></p> <p>A routine referral occurs when a teacher sends a student to the office of a campus administrator as a discipline management technique. The campus administrator <del>may</del> shall then employ additional techniques. A teacher or campus administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.</p>	<p>Page 11</p>	<p>Align with TASB and for a routine referral, the campus behavior coordinator may employ one of the discipline management techniques listed. If a teacher repeatedly refers a student to the office for misconduct, the campus behavior coordinator must alert the student’s parent to the recurring misconduct and the possibility of placement in a DAEP if documented misconduct continues.</p>
<p><b>Out-of-School Suspension Process</b></p> <p>The number of days of a student’s suspension shall be determined by the appropriate campus administrator, but shall not exceed three school days. In deciding whether to order out-of-school suspension, the campus administrator shall take into consideration:</p> <ol style="list-style-type: none"> <li>Self-defense (see glossary),</li> <li>Intent or lack of intent at the time the student engaged in the conduct,</li> <li>The student’s disciplinary history, and</li> <li>A disability that substantially impairs the student to appreciate the wrongfulness of the student’s conduct.</li> </ol>	<p>Page 11</p>	<p>Chapter 37 requires the campus behavior coordinator to consider these mitigating factors when making decisions about suspension. The fourth factor regarding consideration of certain disabilities has been included at Students with Disabilities.</p>

# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p><del>The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.</del></p> <p>Students who are suspended from school are not to be present on any school district property nor are they to attend any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in a school-sponsored club or organization. Presence on any school campus while suspended or otherwise restricted is considered criminal trespass. Violators will be referred for appropriate legal action.</p>	<p>Page 12</p>	<p>Revised for clarity below.</p> <p>Align with District practice.</p>
<p>In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus administrator shall take into consideration:</p> <ol style="list-style-type: none"> <li>1. Self-defense (see glossary),</li> <li>2. Intent or lack of intent at the time the student engaged in the conduct,</li> <li>3. The student’s disciplinary history, and</li> <li>4. A disability that substantially impairs the student to appreciate the wrongfulness of the student’s conduct.</li> </ol>	<p>Page 12</p>	<p>Chapter 37 requires the campus behavior coordinator to consider these mitigating factors when making decisions about suspension. The fourth factor regarding consideration of certain disabilities has been included at Students with Disabilities.</p>
<p><b>Discretionary Placement: Misconduct That May Result in DAEP Placement</b></p> <p>A student <b>may</b> be placed in a DAEP for any behavior prohibited in the General Conduct Violations section of this Code. The District defines “persistent” to be two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation.</p>	<p>Page 12-13</p>	<p>Define persistent misconduct for better clarity for students and parents.</p>

# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p><b>Disciplinary Alternative Education Program (DAEP) Placement</b></p>	<p>Page 13</p>	<p>Align language throughout the Code of Conduct.</p>
<p><b>Process</b> Removals to a DAEP shall be made by the campus administrator.</p>		
<p><b>Consideration of Mitigating Factors</b> In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus administrator shall take into consideration:</p> <ol style="list-style-type: none"> <li>1. Self-defense (see glossary),</li> <li>2. Intent or lack of intent at the time the student engaged in the conduct,</li> <li>3. The student’s disciplinary history, and</li> <li>4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.</li> </ol>	<p>Page 14</p>	<p>Repeated throughout the Code of Conduct. Chapter 37 requires the campus behavior coordinator to consider these mitigating factors when making decisions about suspension. The fourth factor regarding consideration of certain disabilities has been included at Students with Disabilities.</p>
<p><b>Exceeds 60 Days</b> For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student’s parent shall be given notice and the opportunity to participate in a proceeding before the board’s designee.</p>	<p>Page 15</p>	<p>Align with TASB model.</p>
<p><b>Expulsion</b> In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:</p> <ol style="list-style-type: none"> <li>1. Self-defense (see glossary),</li> <li>2. Intent or lack of intent at the time the student engaged in the conduct,</li> <li>3. The student’s disciplinary history, and</li> <li>4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.</li> </ol>	<p>Page 16</p>	<p>Repeated throughout the Code of Conduct. Chapter 37 requires the campus behavior coordinator to consider these mitigating factors when making decisions about suspension. The fourth factor regarding consideration of certain disabilities has been included at Students with Disabilities.</p>

# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p><b>At School, Within 300 Feet, or at a School Event</b></p> <ul style="list-style-type: none"> <li>Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. This section applies with exception to what is authorized by Chapter 487 of the Health and Safety Code. (See glossary for “under the influence”)</li> </ul>	<p>Page 21</p>	<p>Align with TASB.</p>
<p><b>Within 300 Feet of School</b></p> <ul style="list-style-type: none"> <li><del>Use or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).</del></li> <li>Carrying on or about the student’s person a handgun, an illegal knife, or a club as these terms are define by state law. (See glossary)             <ul style="list-style-type: none"> <li>Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon as defined by state law. (See glossary)</li> <li>Possession of firearms defined by federal law. (See glossary)</li> </ul> </li> </ul>	<p>Page 22</p>	<p>Deleted and revised to align with TASB model.</p>
<p><b>Under Federal Law</b></p> <p>Bringing to school or possessing at school, including any setting that is under the district’s control or supervision for the purpose of a school activity, a firearm, as defined by federal law.</p> <p><del>“Firearm” under federal law includes:</del></p> <ul style="list-style-type: none"> <li><del>Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.</del></li> </ul>	<p>Page 23</p>	<p>Deleted and revised and added to section header under <b>Within 300 Feet of School</b> and defined appropriately in the glossary section which aligns with TASB model.</p>







# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p>2. Intent or lack of intent at the time the student engaged in the conduct,</p> <p>3. The student’s disciplinary history, and</p> <p>4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.</p>		<p>consideration of certain disabilities has been included at Students with Disabilities.</p>
<p><b>Restrictions during Expulsion</b></p> <p><del>Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.</del></p> <p>The district does not permit a student who is expelled to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or memberships in school-sponsored clubs and organizations. Student are not to be present on any school district property. Presence on any school campus while suspended or otherwise restricted is considered criminal trespass. Violators will be referred for appropriate legal action.</p>	<p>Page 26</p>	<p>Align with District practice.</p>
<p><b>Placement in a Juvenile Justice Alternative Education Program</b></p> <p>The Board of Trustees has entered into a Joint Memorandum of Understanding with the county juvenile board, outlining all issues pertinent to the interaction between the juvenile board and the school district in operation of the Juvenile Justice Alternative Education Program. Details of this relationship are defined in agreement available for public inspection upon request to the Superintendent of Schools.</p>	<p>Page 27</p>	<p>Align with TASB model.</p>
<p><b>Students with Disabilities</b></p> <p>If the Individualized Education Program (IEP) of a student with a disability under IDEA contains disciplinary sanctions, including emergency removal, suspension, and removal to alternative education programs, and those sanctions are not currently being challenged in a court or Special Education</p>	<p>Page 27</p>	<p>Align with TASB model.</p>

# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p>administrative appeal, the sanctions implemented in accordance with specifications on the IEP shall be followed. A student with a disability may be expelled for engaging in conduct that would warrant such action for a nondisabled student on if the ARD committee determine the misconduct is not related to the disabling condition or inappropriate placement or failure to implement the IEP. School personnel may remove a student with a disability who violates a code of student conduct from his/her current educational setting, to an appropriate interim alternative educational setting, another setting, or suspension for not more than 10 school days (to the extent such alternatives are applied to students without disabilities). The decision about the placement will be made by the student’s admission, review and dismissal (ARD) committee.</p> <p><b>Glossary</b></p> <p><b>Excessive tardiness</b> is four or more tardies in one semester.</p> <p><b>Firearm</b> is defined by federal law [18USC 921 (a)] as:</p> <ol style="list-style-type: none"> <li>1. Any weapon (including starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.</li> <li>2. The frame or receiver of any such weapon.</li> <li>3. Any firearm muffler or firearm weapons.</li> <li>4. Any destructive device, such as any explosive, incendiary, poison gas bomb or grenade; such terms do not include an antique firearm.</li> </ol> <p><b>Handgun</b> is defined by Texas Penal Code 46.01(5) as any firearm that is designed, made or adapted to be fired with one hand.</p>	<p>Page 30</p> <p>Page 30</p> <p>Page 31</p>	<p>Align with District practice.</p> <p>Align with TASB model.</p> <p>Align with TASB model.</p>
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# STUDENT CODE OF CONDUCT REVISIONS GUIDE

<p><b>Illegal Knife</b> is define by Texas Penal Code 46.01(6) as a knife with a blade of five and one half inches, hand instrument designed to cut or stab another by being thrown:</p> <ol style="list-style-type: none"> <li>1. Dagger, including, but not limited to, a dir, stiletto or poniard.</li> <li>2. Bowie Knife.</li> <li>3. Sword.</li> <li>4. Spear.</li> </ol>	<p>Page 31</p>	<p>Align with TASB model.</p>
<p><b>Prohibited weapon</b> under Texas Penal Code 46.05(a) means:</p> <ol style="list-style-type: none"> <li>1. An explosive weapon.</li> <li>2. A machine gun.</li> <li>3. A short-barrel firearm or firearm silencer, unless registered with the US Bureau of Alcohol, Tobacco, Firearms and Explosive or classified as a curio or relic by the US Department of Justice.</li> <li>4. Knuckles.</li> <li>5. Armor-piercing ammunition.</li> <li>6. A chemical dispensing device.</li> <li>7. A zip gun.</li> <li>8. A tire deflation device.</li> </ol>	<p>Page 31</p>	<p>Align with TASB model.</p>
<p><b>Truancy</b> is any voluntary unexcused absence for all or part of a school day. Excessive truancy, more than 4 voluntary unexcused absences in a four-week period or 10 or more in a six-month period, may result in a legal complaint being filed against the parent and/or student.</p>	<p>Page 33</p>	<p>Align with District practice.</p>
<p><b>Sections within the Code of Conduct</b>  <b>Standards for Student Conduct</b>  <b>General Misconduct Violations</b>  <b>Formal Removal by Teacher</b>  <b>Removal from the Regular Education</b>  <b>Setting Suspension and/or DAEP placement</b>  <b>Expulsion</b></p>	<p>Page 34-49</p>	<p>Deleted and revised on pages 1-33 to align with TASB model.</p>