



# UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

**TOPIC:** Approval of the 2019-2020 Student Code of Conduct “internally” recommended changes and authorize legal counsel to modify as deemed necessary or required by law.

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

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** July 17, 2019

**RECOMMENDATION:**

It is recommended that the UISD Board of Trustees approve the 2019-2020 Student Code of Conduct “internally” recommended changes and authorize legal counsel to modify as deemed necessary or required by law.

Our school district attorneys will be finalizing their review of the 86th Legislative Session as they impact the 2019-2020 Student Code of Conduct. Any changes legal counsel deems necessary will be incorporated into the hard copy and are not reflective in the enclosed drafts.

**RATIONALE:**

A Student Code of Conduct District Wide Revision Committee composed of administrators, parents, community members, and students met to review and recommend changes to the Student Code of Conduct on April 17, 2019.

Chairperson for this Committee: Annette Perez

On April 17, 2019, all recommended changes to the Student Code of Conduct were presented and approved by the District Educational Improvement Council for their approval and additional input was obtained.

**BUDGETARY INFORMATION:** 2018-2019 Budget

**BOARD POLICY REFERENCE AND COMPLIANCE:** Chapter 37-Texas Education Code



# UNITED INDEPENDENT SCHOOL DISTRICT

Annette Perez, Director  
Student Relations/Discipline Management Department

## Outline of the Most Significant Changes to the 2019-2020 Student Code of Conduct:

### SECTION I -- GENERAL

**Student Parking and Parking Areas:** The student parking lot is off limits immediately following arrival to school and during the school day. A student must have administrative approval to visit the parking areas during the school day. Teachers are not allowed to issue passes to parking areas. This rule applies equally to bicycles, motorcycles, and any other type of privately owned vehicle. Students are not to loiter in the parking lots upon arrival. **Electric motorized recreational vehicles, go-carts, mopeds, scooters, hover board (i.e. segway), etc. are strictly prohibited on district property.**

**Report Crime in Your School:** Students, parents and community members may report illegal activities or violations of the Student Code of Conduct to: **UISD Police at (956)473-6361 or Campus Crime Stoppers at 727-TIPS (8477).** The school administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

### SECTION IV - INAPPROPRIATE CONDUCT

#### LEVEL I -- Minor Offenses:

##### Disregard for Authority:

#3. **Without permission, not being at assigned/designated area, leaving/attempting to leave classes, leaving attempting to leave a school sponsored activity event or leaving/attempting to leave school grounds during instructional time. Moved from level 2 - #2&#3**

#4. **Dishonesty to a Staff Member: Attempting to make a person believe as true something false which includes, but is not limited to, failing to disclose information, distorting, hiding/covering up information or evidence regarding oneself or others, or giving a false name or identification or documentation.**

##### Miscellaneous Offenses:

#15. **Distributing, selling or trading, on campus, any item not authorized by the principal. MOVED FROM LEVEL 2. #44**

#16. **Possessing or using matches or a lighter. MOVED FROM LEVEL 2 #23**

#17. **Communicating-in a non confrontational manner- with another student using profanity or vulgar language or making obscene gestures. MOVED FROM LEVEL 2 #7**

#### LEVEL II -- Serious Offenses:

##### Disregard for Authority:

#2. **Leaving, or attempting to leave, school grounds without permission**

#3. **Leaving, or attempting to leave, a school sponsored event without permission** 2. **Leaving, attempting to leave, or assisting someone in leaving campus/school grounds by providing false information/document, or by hiding, concealing or falsifying their identity.**

##### Mistreatment of Others:

#6. **Using profanity or vulgar language or making obscene gestures. MOVE TO LEVEL 1**

##### Possession of Prohibited Items:

#21. **Possessing or using matches or a lighter. MOVED TO LEVEL 1**

#28. **Possessing any device, chemical, irritant, supplement containing cannabidiol, or substance which can be used in a manner designed to cause harm, shock, physical irritation, allergic reaction or mental/physical impairment. Examples include, but are not limited to, mace, pepper spray, CBD, or "itching powder".**

##### Miscellaneous Offenses:

#41. **Distributing, selling or trading, on campus, any item not authorized by the principal. MOVE TO LEVEL 1**



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## LEVEL III—Disciplinary Alternative Education Programs

### Course Completion at DAEP: ...

Available methods to complete course work include, but are not limited to: a) courses offered at STEP; b) online curriculum courses offered at UISD; c) teacher prepared lessons sent to STEP only for Pre-AP and AP courses if a student is placed for 15 days or less within the currently enrolled semester; d) teacher prepared lessons sent to **only for Pre-AP, AP, and some dual credit courses if the student is placed for 15 days or less within the currently enrolled semester.** e) Summer School.

### Discretionary Placement

#### Possession/Use of Prohibited Items:

# . Is found in possession of a knife or a hand instrument **i.e. (brass knuckles)** which may cut or cause injury to another/self. Location-restricted knives are also addressed in the Mandatory Expulsion section of the Student Code of Conduct

# . Using any device, chemical, irritant, **supplement containing cannabidiol**, or substance in a manner inconsistent with its intended or prescribed use, or in a manner designed to cause harm, shock, physical irritation, allergic reaction, or mental/physical impairment. Examples include, but are not limited to, mace, pepper spray, **CBD**, or "itching powder".

### Mandatory Placement

#### Mistreatment of Others:

**B. Engages in conduct that contains the elements of the offense of harassment under Section 42.07(a)(1),(2),(3), or (7), Penal Code, against an employee of the school district.**

## SECTION V--Searches, Metal Detectors, Questioning of Students, and Taking Students Into Custody

**Vehicles on Campus:** Parking is a privilege. All vehicles on campus must be registered and the parking permit sticker displayed. An application must be completed and signed by the student and parent/guardian and returned before a parking permit will be issued. Upon receipt of the application and approval of the documentation required, a parking permit will be issued and affixed inside the lower left corner of the front windshield **or visible area of the motorcycle**. Parking permits will be sold to students with a valid driver's license and proof of insurance. The student driver's name must be listed on the insurance. Motorcycle operators are also required to register. Parking permits will be sold until the capacity of the student lot has been reached. Parking permits are only valid during the school year purchased. Periodic random checks for proof of insurance will be conducted. **Electric motorized recreational vehicles, go-carts, mopeds, scooters, hover board (i.e. segway), etc. are strictly prohibited on district property.**

## GLOSSARY

**NICOTINE:** **A toxic colorless or yellowish oily liquid that is the chief active constituent of tobacco. It acts as a stimulant in small doses, but in larger amounts blocks the action of autonomic nerve and skeletal muscle cells. Nicotine is also used in insecticides.**

**PROHIBITED WEAPON:** under Texas Penal Code 46.05(a) means 1. An explosive weapon; 2. A machine gun; 3. A short-barrel firearm or firearm silencer, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or classified as a curio or relic by the U.S. Department of Justice (applicable to 1, 2 and 3); **4. Knuckles;** 5. Armor-piercing ammunition; 6. A chemical dispensing device; 7. A zip gun; 8. A tire deflation device; 9. An improvised explosive device; or 10. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.



# UNITED INDEPENDENT SCHOOL DISTRICT

Annette Perez, Director

Student Relations/Discipline Management Department

## Outline of the Most Significant Changes to the 2019-2020 Student Handbook:

### SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

**Title IX in matters relating to employee-on-student harassment and/or** you may contact: Rita Garner, Director of Employee Relations/District Title IX Coordinator, 201 Lindenwood Dr., Laredo, Texas 78045 (956) 473-6351

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

### Section II—INFORMATION FOR STUDENTS AND PARENTS —

#### **Special Education:**

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

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

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

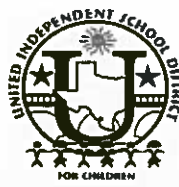
- **Special Education Referrals:** If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond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

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

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

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

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.



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Student Relations/Discipline Management Department

**Contact Person for Special Education Referrals:** The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Cynthia Ramirez Phone Number: (956)473-2047

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

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

Contact Person: Melissa Y. Cruz Phone Number: (956)473-2142

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

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

**Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services:** If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students including a process based on Response to Intervention (RII). The implementation of RII has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within 45 school days from the date the District received the written consent. The District must give a copy of the report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with a prior written notice that explains why the child will not be evaluated. This prior written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the District. The District is required to give parents the Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities. Additional information regarding the IDEA is available from the District in a companion document titled "A Guide to the Admission, Review, and Dismissal Process." Both documents may be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

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

Texas Project First (<http://www.texasprojectfirst.org/>)

Partners Resource Network (<http://www.partnersrtn.org/>)

The designated person to contact regarding options for a child experiencing learning difficulties or to initiate a referral for evaluation for special education is the Executive Director of Special Education, Cynthia Ramirez, at (956)473-2047.

The District will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the District for learning difficulties, including intervention strategies, that the District provides assistance to the student.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. (See policy FDB (LCA-A).)

**Parents of Students with Disabilities & Child Find:** Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. A child or student between the ages of birth through 21 who shows signs of developmental delays, on-going learning problems, behavioral or medical problems that interfere with learning or may be suspected of having a disability must be identified through Child Find. Child Find makes connections to services in the community or your local school district.



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## Services Provided by School Districts: Children Ages 3-21 year

The following are criteria which may qualify a student for special education services in a school district:

- Intellectual Disability
- Auditory Impairment
- Speech or Language Impairment
- Visually Impaired
- Orthopedic Impairment
- Emotional Disturbance
- Specific Learning Disability
- Other health impairment
- Traumatic Brain Injury
- Autism
- Deaf and/or Blindness
- Deafness
- Multiple Disabilities

For questions concerning Special Education, please contact the Special Education Executive Director, Cynthia Ramirez, 1401 Highway 450, Larches, Texas 78043 at 19564473-2017.

## SECTION II: INFORMATION FOR STUDENTS AND PARENTS

### Awards and Honors

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

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

1. The student must complete a UISD Dual Credit **Contract Form Agreement** which must be signed by the student **and parent/principal and counselor** prior to registering for a dual credit course. **The course(s) may be taken simultaneously with high school courses or during the summer or evening.**
2. The dual credit college course must be equivalent to three college hours.
3. **The student pays all costs associated with taking the college course(s) with the exception of students eligible for dual credit programs offered at UISD. The college grade earned must be a minimum of "70" in order to obtain high school credit.**
4. **Students who take dual credit courses on their own must provide their counselor with an official college transcript by the date stated on the Dual Credit Contract Form. The college grade earned must be a minimum of "D" to qualify for high school credit with the exception of English 1301 and 1302 at TAMU which requires a grade of "C" or better.**

Students who obtain UISD approval to take eligible dual credit courses on their own must:

  - Complete a UISD Off-Campus Dual Credit Contract and
  - **Must submit an official college transcript with a numerical grade to the counselor once the course is completed.**
5. The credit for the course will be recorded on the student's high school transcript and the course grade will be computed in the student's grade point average (GPA). Dual credit courses shall be calculated for GPA purposes only using the weighted scale found in EIC Local Policy. The student's grade will also be computed in the student's college/university GPA and will appear on their college/university transcript.

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

A student otherwise eligible to participate in an extracurricular activity or a University Interscholastic League competition is not eligible because the student is enrolled in a course offered for joint high school and college credit, or in a course offered under a concurrent enrollment program, regardless of the location at which the course is provided.



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

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

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

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

**...If You've Not Taken the Course: ...**

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

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

**Categories**

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

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

Category	Weight
Tier 1 AP course with AP test score of at least 3 and course grade of at least 70	Plus 15
Tier 1	Plus 10
Tier 2	Plus 0

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

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

**Honor graduates shall be recognized in accordance with the following:**

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

**Energy Drinks and Other Similar Foods and Beverages:** The risks and benefits of the consumption of products that may qualify as a dietary supplement containing performance enhancing compounds by children remains a personal parental decision.



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The existence of a law that affects District employees and the combined obvious confusion surrounding the consumption of water fountains that may or may not qualify as dietary supplements containing performance-enhancing compounds depending on their specific ingredients.

**8<sup>th</sup> Grade Algebra I Pre-AP Guidelines:** All eighth-grade students enrolled in Pre-AP Algebra I must meet an identified Scale Score set by the Middle School Curriculum and Instruction Department.

## **Health-Related Matters**

Any student that needs to be kept out of physical education for more than 3 days will require a medical note from their physician or parent. The school may require a medical note from a physician for frequent or long-term requests for a student to be kept out of physical education. It is of the utmost importance that school children participate in physical activity to ensure their optimal health and wellbeing.

## **TESTING (STANDARDIZED):**

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

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

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

The TSI Assessment must be taken before enrolling in any college-level coursework including dual credit courses. However, before a student can take the TSI Assessment, they must first take the TSI Pre-Assessment Activity.

United ISD has TSIA testing centers at all middle and high school campuses. There is no cost for UISD students taking the TSIA at UISD testing centers.

Students may be exempt from the exam by meeting one of the following criteria:

An ACT composite score of 23 or higher, with individual Math and English scores of no less than 19.

An SAT composite score of 1020 or higher, with a minimum of 500 on the Critical Reading and/or Math sections.

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

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





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## Outline of the Most Significant Changes to the 2019-2020 Technology Use Guidelines

### ***What are the student responsibilities? ...***

***If a student violates the rules and Technology Use Guidelines below above, the consequences are as follows: 1st Offense: loss of computer access privileges for one semester, 2nd Offense: loss of computer access privileges for the remainder of the year. Consequences to violation of guidelines and /or responsibilities outline in the UISD Technology Use Guidelines and/or The Student Parent Regulations and Guidelines refer to Section IV of the Student Code of Conduct.***

### ***What other guidelines must be followed?***

***16. Users of the Districts technology resources and/or network must sign and abide by the rules and guidelines defined in the UISD Mobile Learning Device: Guidelines and Procedures and the UISD Student and Parent Chromebook Manual: Regulations and Guidelines.***



# UNITED INDEPENDENT SCHOOL DISTRICT

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Student Relations/Discipline Management Department

## Outline of the Most Significant Changes to the 2019-2020 Transportation: Bus Rider's Handbook

### Rules For Riders: ...

- Cell phone recording of the voice or image of another person on the bus is strictly prohibited if it causes a disruption to the transportation of students or the recording/image is inappropriate or invades the privacy of others.