

Board Information Item

	<div>Information Packet <input type="checkbox"/></div> <div>Board Agenda Information <input checked="" type="checkbox"/></div> <div>Board Agenda Action <input type="checkbox"/></div> <div>Board Agenda Consent <input type="checkbox"/></div> <div>08/25/2025</div>
Subject:	Review of 2025-2026 Student-Parent Handbook
Contact Person:	Dr. Kalee McMullen, Executive Director of Instructional Leadership Dr. Tiffany Cunningham, Director of Student Services
Policy/Code:	FN(LOCAL)
Priority and Performance Objective:	Priority 1: Student Achievement and Post-Secondary Preparedness Objective 1.3: Safety and Well-Being
Summary:	<p>The review and update process for the Student-Parent Handbook began in the spring with department leaders editing sections to reflect changes in practice that are specific to their department, and reflect changes to local policy to improve clarity. Suggestions for changes were incorporated by the Texas Association of School Boards' (TASB) Model Student Handbook. The TASB model is updated each year to reflect state law changes as a result of Legislative action, and clarifications or edits suggested by TASB. Leasor Crass, P.C., completed the final handbook review. Additional editing and formatting changes were made. Minor edits consist of changes that do not alter the context and meaning of the existing text, rather add clarity or depth of explanation.</p> <p>Highlighted additions or changes for 2025-2026 include:</p> <ul style="list-style-type: none">• SB 1481 language regarding personal communications devices• Prohibition of personal electronic devices, such as iPods

- Senate Bill 12 topics such as club permissions, counseling services permissions, health services permissions, and requirements for distribution of instructional plans.

Attachments:

GCISD Student-Parent Handbook 2025-2026 (English)
GCISD Student-Parent Handbook 2025-2026 (Spanish - In Progress)

Recommendation:

No action is required. This item is for informational purposes only.



Student-Parent Handbook 2025-2026

Grapevine-Colleyville Independent School District

www.gcisd.net

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Director of Special Services	Jennifer Atkinson	817-251-5736
Director of Student Services	Dr. Tiffany Cunningham	817-251-5640
Director of Technical Support	John Mynatt	817-251-5792
Director of Transportation Services	Manny Rubio	817-251-5590



Campus Directory

Colleyville Heritage High	CHHS	Derek Cain	817-305-4705
Grapevine High	GHS	Dr. Alex Fingers	817-215-5221
Bridges/Vista	Alternative Campus	Dr. Jessica Jones	817-251-5474
iUniversity Prep	Virtual Academy	Desiree Weiche	817-305-4895
Collegiate Academy	CA	Lauren Jackson	817-515-6775
Colleyville Middle	CMS	Dr. Bryan Calvert	817-305-4902
Cross Timbers Middle	CTMS	Dr. Jamie Halliburton	817-251-5311
Grapevine Middle	GMS	Mandy Alexander	817-251-5651
Heritage Middle	HMS	Sheila Shimmick	817-305-4801
Bear Creek Elementary	BCES	Mia Magana	817-305-4850
Bransford Elementary	BES	Erin Gerdes	817-305-4925
Cannon Elementary	CAN	Dr. Tina Garrett	817-251-5680
Colleyville Elementary	CES	Joshua Cassada	817-305-4938
Dove Elementary	DES	Heather Landrum	817-251-5700
Glenhope Elementary	GHS	Alishia Ilic	817-251-5720
Grapevine Elementary	GES	Brooke Teeter-Stocz	817-251-5735
Heritage Elementary	HES	Jill Hemme	817-305-4831
O.C. Taylor Elementary	OCT	Michael Schilleci	817-305-4870
Silver Lake Elementary	SLE	Dr. Nicole Whiteside	817-251-5746
Timberline Elementary	TES	Liz Hilcher	817-251-5770

Grapevine-Colleyville Independent School District

Dr. Brad Schnautz, Superintendent

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PRIORITIES

- Student Achievement and Post Secondary Preparedness
 - Academic Growth and Development
 - College and/or Career and/or Military Readiness
 - Safety and Well-Being
 - Student Involvement
- Faculty and Staff Recruitment, Retention and Capacity-Building
 - Recruitment
 - Employee Retention and Employee Satisfaction
- Parents, Families and Community Satisfaction and Engagement
 - Parents and Families Satisfaction and Engagement
 - Community Engagement and Partnerships
 - Corporate and Business Based Partnerships
- Strong Financial Stewardship and Internal System Efficiency
 - Transparent Financial Stewardship
 - Effective and Efficient District Operations
 - Long Range Facility Management Plan

VISION

Honor Our Legacy. Equip for the Future. Achieve Excellence.

MISSION

We promote good citizenship and prepare, motivate, and encourage each student to reach his or her full potential.



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PREFACE

To Students and Parents:

Welcome to the 2025–2026 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Grapevine-Colleyville Independent School District Student-Parent Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

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

Please be aware that the term “parent,” **unless otherwise noted**, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Grapevine-Colleyville Independent School District *Student Code of Conduct*, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at <http://www.gcisd.net> and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the *Student Code of Conduct*. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the *Student Code of Conduct*) and any provisions of the Student Handbook, the provisions of board policy and the *Student Code of Conduct* are to be followed.

Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing 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, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

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

Your child’s school will request that you provide contact information, such as your current phone number and email address, in order for the school to communicate items specific 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 or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see **Safety** for information regarding contact with parents during an emergency.

Grapevine-Colleyville ISD uses the online system Skyward for student registration. All returning students and new students must complete this registration process at the beginning of the year or upon the student's enrollment including the following electronic forms, agreements, and acknowledgments:

1. Student Information Distribution
2. GCISD Student-Parent Handbook (includes the Student Code of Conduct)
3. Home Language Survey - New Students
4. Educational History/Special Programs - New Students
5. Military, Foster, Star Award
6. Health Services Form
7. McKinney Vento Form
8. Occupational Survey
9. Tech Device Form
10. Parent Permission to Read Above Grade Span - Elementary & Middle School (optional)
11. Parent Permission to Access Parental Consent Area - Secondary (optional)
12. Vehicle Information - High Schools (Optional)
13. Acknowledgment of GCISD Non-Discrimination and Title IX Information

NOTE: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office or online at <http://www.gcisd.net>.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Grapevine-Colleyville Independent School District Student-Parent Handbook includes information related to certain rights of parents as specified in state or federal law.

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at www.gcisd.net.

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. . To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. All volunteers must complete a background check on an annual basis. This background check may be found on our district website <http://www.gcisd.net>. For further information, see policy GKG and **Volunteers**.
- Participating in campus parent organizations. Please check with your local campus front office and your campus Parent-Teacher Association for information regarding 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. For further information, see policies at BQA and BQB.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and, human sexuality instruction, along with instruction on prevention of child abuse, family violence, dating violence, and sex trafficking. See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**.
- 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. An agenda for a regular or special meeting is posted no later 3 business days before each meeting. Meeting information can be found online.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological or Psychiatric Evaluation

A district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Consent to Provide a Mental-Health Care Service

The district employee 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.

School counselors and/or student advocates will notify the student's parents within a reasonable amount of time after they learn that a student has displayed early warning signs and provide information about available counseling options. Campus staff have been provided training on campus procedures for notifying counselors and administrators regarding a student who may need intervention.

School counselors and student advocates can be contacted by calling the main line for your campus and asking to speak with a counselor. They can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off-campus, and accessing available student accommodations provided on campus. For further information, see **Mental Health Support**.

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, doctors, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey. 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](#).

[For further information, see policy EF(LEGAL).]

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

As a parent, you have a right to receive notice of and deny permission for your child's participation in:

- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. NOTE: This does not apply to the collection, disclosure, or personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school 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. [See policies EF and FFAA.]

Automatic Enrollment and Opting Out of 6th Accelerated Mathematics

The district will automatically enroll a student in grade 6 in an accelerated mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or in the top 60 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work. Enrollment in an accelerated mathematics course in grade 6, specifically Grade 6 Accelerated followed by Grade 7 Accelerated will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course through written notification to the middle school campus principal or Director of Mathematics, Emily Powell, at emily.powell@gcisd.net.

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Parent Review of Instructional Materials and Plan

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered whether the instruction is delivered in person, virtually, or remotely to your child. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review. You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher. As a 1:1 district, all students have access to a grade-level specific device. K-2 (iPad), 3-8 (Chromebook), 9-12 (Windows laptop).

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. Teachers will email the instructional plans to parents at the start of each semester.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

Displaying A Student's Artwork, Projects, Photos, and other Original Work

Teachers may display students' work which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated with or sponsored by the district, such as a

campus or classroom website, and district publications, which may include printed materials, videos, or other methods of mass communication.

Parents and visitors to classrooms, both virtual and in-person, may not record video or audio or take photographs or other still images without permission from the teacher or principal.

STUDENT RECORDS

Accessing Student Records

You may review your child's student records, including:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See **Library (All Grade Levels)** for more information.]
- 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

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as in Objecting to the Release of Directory Information are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to 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.
- The right to file a complaint with the U.S. Department of Education at <https://studentprivacy.ed.gov/file-a-complaint> concerning failures by the school to comply with FERPA requirements.

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

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

- Inspection and release of student records are primarily restricted to an eligible student or a student's parents 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 a student meets at least one of the following criteria: becomes 18, is emancipated by a court, or enrolls in a postsecondary institution. The parents 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 records, without the written consent of the parent or eligible student in the following circumstances:

- 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; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff) a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, auditor, medical consultant, a third-party vendor that offers online programs or software, therapist, school resource officer or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "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.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information, it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

The principal is the custodian of all records for currently enrolled students at the assigned school. The principal 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 inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten 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 3051 Ira E. Woods Avenue, Grapevine, TX 76051

The addresses of the principals' offices are:

Bear Creek Elementary 401 Bear Creek Dr. Euless, TX 76039	Bransford Elementary 601 Glade Road Colleyville, TX 76034	Cannon Elementary 1300 West College Grapevine, TX 76051
Colleyville Elementary 5911 Pleasant Run Rd. Colleyville, TX 76034	Dove Elementary 1932 Dove Road Grapevine, TX 76051	Glenhope Elementary 6600 Glenhope Circle Colleyville, TX 76034
Grapevine Elementary 1801 Hall Johnson Grapevine, TX 76051	Heritage Elementary 4500 Heritage Avenue Grapevine, TX 76051	OC Taylor Elementary 5300 Pool Road Colleyville, TX 76034
Silver Lake Elementary 1301 N. Dooley Grapevine, TX 76051	Timberline Elementary 3220 Timberline Grapevine, TX 76051	Colleyville Middle 1100 Bogart Drive Colleyville, TX 76034
Cross Timbers Middle 2301 Pool Road Grapevine, TX 76051	Grapevine Middle 301 Pony Parkway Grapevine, TX 76051	Heritage Middle 5300 Heritage Avenue Colleyville, TX 76034
Colleyville Heritage High 5401 Heritage Avenue Colleyville, TX 76034	Grapevine High 3223 Mustang Drive Grapevine, TX 76051	iUniversity Prep: A GCISD Virtual Academy 4344 A. Heritage Avenue Grapevine, TX 76051
GCISD Collegiate Academy at TCC - Northeast 828 W. Harwood Rd. Building NMPC Hurst, TX 76054	Bridges Accelerated Learning Program 5800 Colleyville Blvd. Colleyville, TX 76034	VISTA Disciplinary Alternative Ed. Program 5800 Colleyville Blvd. Colleyville, TX 76034

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 custodian of records. 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 the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course 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 the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See **Finality of Grades** at FNG(LEGAL), **Report Cards/Progress Reports** and **Conferences**, and **Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office <http://www.gcisd.net>.

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

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 the recording is to be used for:

- School safety
- Classroom instruction or a co-curricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See the section in this handbook on **Video Cameras** for more information including a parent's right to request video and audio equipment be placed in certain special education settings.]

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

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

Objecting to the Release of Directory Information

The Family Education Rights and Privacy Act or FERPA permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. Under GCISD Policy FL(LOCAL), Grapevine-Colleyville ISD directory information is limited to use for district- or campus-sponsored purposes and will not be released to third-party requestors other than those outlined in policy. Directory information will be released in order to promote school programs and student achievement unless the parent or guardian objects to the release of directory information about the student.

Each year, parents/guardians or an eligible student must make a decision and inform the district as to whether they consent or do not consent to the release of directory information. This is accomplished with the Student Directory Information Release Form, which is included in the online registration process. Any objection to the release of student directory information must be made in writing to the principal within 10 school days of your child’s first day of instruction for this school year. If you do not object to the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above. See the “Student Information Distribution” agreement located online through the student registration program Skyward.

Removing a Student Temporarily from the Classroom

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal may not be for the purpose of avoiding a test (e.g. STAAR/EOC) or to prevent the child from taking a subject for an entire semester. The student must also satisfy grade-level, attendance, and graduation requirements as determined by the school and by state law.

Consent to and Before Human Sexuality Instruction

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction. Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin. In accordance with state law, a parent may:

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

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;

- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

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

To be proactive in our delivery of education concerning human sexuality, the Grapevine Colleyville Independent School District (GCISD) uses several resources and programs for the school health curriculum. These programs and resources will be presented throughout the school year. Parents may preview these programs during parent preview sessions, which are scheduled at various times during the school year. District staff will be available at the parent preview sessions to answer questions regarding the human sexuality program. Letters will be sent home prior to the presentation of the curriculum materials explaining program details and dates for the parent previews.

The GCISD School Health Advisory Council (SHAC) has reviewed and recommended these programs on human sexuality. The curriculum and presentations are aligned with district philosophy, as well as the state-mandated directive for abstinence-based education.

Elementary Programs

Elementary school programs are offered through physical education class.

Pre-K – 5: "Play it Safe"

GCISD offers the "Play It Safe" program for all students in grades K-5. The GCISD School Health Advisory Council (SHAC is a volunteer council composed of parents and community members that reflect the values of the district and community) has reviewed and recommended these programs for all GCISD elementary schools. The curriculum and presentations are aligned with district philosophy. This program is a personal safety program and does not address human sexuality. Play It Safe is a child abuse prevention and awareness program that incorporates individual grade level age-appropriate scripts and movies to teach children how to reduce the risk of sexual and physical abuse, and sexual assault. It teaches them to recognize potentially abusive behavior, provides the tools to respond to threatening situations, and encourages them to report abuse to a trusted adult.

The Women's Center of Tarrant County, Inc., uses trained employees to present a fact-based personal safety program for students. The presentations are classroom-based so that children are in a familiar environment, and feel comfortable interacting with the trainer. A video is shown, followed by a question and answer time.

4th Grade Girls: “Just Around the Corner”

Explains what to expect during puberty such as physical and emotional changes, the maturation of the female reproductive system, menstruation, and the importance of good hygiene and healthy habits.

5th Grade: (Boys and Girls are shown the videos separately)

“Growing Up! For Boys” – This video addresses changes during puberty. A candid look at the basics of male anatomy and development encourages students to take pride in their uniqueness while realizing that people are all reassuringly alike. The narrator provides useful advice on health, hygiene and good grooming, and points to sources of reliable information during these sometimes confusing times.

“Growing Up! For Girls” – This upbeat video promotes self-confidence as girls face the challenges of change and growth. Clear, authoritative information about the female reproductive system, the emotional and physical transformations of puberty, and the importance of good health and hygiene is geared toward encouraging a positive body image and sense of personal worth. The female narrator helps girls take a realistic look at the responsibilities of adulthood and promotes dialogue with trusted adults.

Middle School Programs

6th Grade:

“The Puberty Workshop and Curriculum” by Human Relations Media - This five-part video series addresses changes during puberty. Four videos feature male body changes including facial and body hair, height and weight, voice change, and genital growth. Four additional videos focus on female changes including breast development, menstruation, and changes in the reproductive system. One final video will focus on HIV and AIDS. Male and female students view both videos in separate groups.

“Determined to Succeed” – is a motivational presentation from Youth Equipped to Succeed that provides information about how to succeed at sexual abstinence. Topics covered include Dreams and Goals, Teen Pregnancy and STDs, Pressures and Influences,, Family Violence, Child Abuse, Sexual Abuse, Teen Dating Violence, and Sex Trafficking, Sexting, and Addiction and the Brain. For more information, please visit: JustSayYes.org.

“Play it Safe” – The Women’s Center of Tarrant County, Inc., uses trained employees to present fact-based, personal safety programs for students. This program is designed to educate middle school students about issues of sexual harassment. A video is shown, followed by a question and answer time, to expose the students to the dynamics involved in sexual harassment. Nothing depicted in the video is sexually explicit.

7th Grade:

“Play it Safe” – The Women’s Center of Tarrant County, Inc., uses trained employees to present a fact-based, personal safety programs for students. This program is designed to educate middle school students about issues of sexual abuse. A video is shown, followed by a question and answer time, to expose the students to the dynamics involved in sexual abuse. Nothing depicted in the video is sexually explicit.

8th Grade:

“Aim for Success” – A motivational presentation from Youth Equipped to Succeed that provides information about how to succeed at sexual abstinence. Topics covered include Dreams and Goals, Teen Pregnancy & Contraception, Family Violence, Child Abuse, Sexual Abuse, Teen Dating Violence & Sex Trafficking, STDs, Emotional Hurts, Sexting, and Setting Boundaries. For more information, please visit: JustSayYes.org.

High School Programs

“Freedom to Succeed” - A motivational presentation from Youth Equipped to Succeed that provides information about how to succeed at sexual abstinence. Topics covered include Dreams and Goals, Teen Pregnancy and Child Support, How the law defines sex, Criminal Law as it pertains to sexual crimes, Family Violence, Child Abuse, Sexual Abuse, Teen Dating Violence, and Sex Trafficking, Peer Pressure, Sexting/Pornography, and The Best Protection. For more information please visit: JustSayYes.org.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of the curriculum used for this purpose by becoming a member of the district’s SHAC. Please see the campus principal for additional information.

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

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

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. For further information, see the district’s abuse prevention instruction website at: <https://www.gcisd.net/page/substance-abuse>

In accordance with state law, a parent may:

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

[See **Consent to Human Sexuality Instruction; Dating Violence; and Child Sexual Abuse, Trafficking, Neglect, Trafficking, and Other Maltreatment of Children**]

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student requires additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services to students, state law requires students whose grades are below 70 for a reporting period to attend.

Also, refer to policies EC and EHBC, and contact your student's teacher with questions about FIE and tutoring programs provided by the school.

See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

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

You may request that your child be excused from the recitation of a portion of the Declaration of Independence. State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following 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 (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. See policy EHBK(LEGAL).

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up a social networking page for his or her class that has information related to classwork, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

Below are the circumstances under which an employee may use electronic communication to communicate with individual students or student groups.

- Campus administrative assistant to the principal, registrar and data clerks may send electronic communication to students using Skyward or district email to a student's email account when that email also copies the parent on the email.
- Teachers may use the following forms of electronic communication to communicate with students: text messaging but only when the message is part of a text messaging group, Rooms, Canvas and Seesaw conversation messages, Twitter (classroom account), email, Instagram (classroom account), website, and Facebook (classroom account). All electronic communication shall include more than one student and/or the student's parent/guardian or another professional district employee from the teacher's campus.
- When acting in the role of coach or sponsor, coaches/sponsors may use the following forms of electronic communication to communicate with students: text messaging but only when the message is part of a text messaging group, Rooms, sportsYou, or email. All electronic communication shall include more than one student, the student's parent/guardian or another professional district employee from the coach's/sponsor's campus.
- Other certified or licensed employees, and those approved in this administrative regulation, may use the following forms of electronic communication to communicate with students: text messaging but only when the message is part of a text messaging group, district email to a student's email account when that email also copies the parent on the email. In other words, the text message shall include other district students or at least one other adult that is either the parent/guardian of the student or another district employee.
- When using text messaging, all employees must ensure that their communication is sent to more than one student or include an adult as outlined. (An example: A coach/sponsor that needs to suddenly change a practice time or location must send that information out to a group of students, not just one student. If there is only one student that is involved in the change, the coach should include the student's parent/guardian or another district coach/sponsor on the electronic communication so the coach/sponsor is not communicating electronically with one individual student.)
- If an employee receives a text message from a district student and that message does not include other district students or district employees, the employee must share that electronic communication with their campus principal or their supervisor as soon as reasonably possible after receiving the message.
- Snapchat, TikTok, Facebook messenger, and other social media platforms that exist now or exist in the future are not approved electronic communication methods. Revised April 2024.
- When supervising students out of town and on overnight trips, a certified educator may provide their personal cell phone number to students for use in case of emergencies.

Electronic Communication with students may occur between the hours of 7 a.m. and 8 p.m. if it meets the requirements described in the Electronic Communication & Video Conferencing with Students administrative regulation. Exceptions to the time period exist when urgent communication is needed.

If you prefer that your child does not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

You may request information regarding any federal, state, or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus administration for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying prior to the board decision to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying**, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off-campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they are placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

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

If a student is receiving special education services at a campus outside his or her attendance zone, 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. However, the district is not required to provide transportation to the other children in the

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

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days. For students in special education, this will be addressed through the ARD committee.

Students in the Conservatorship of the State (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 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).

A student who is currently in the conservatorship custody of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside of the district's established testing windows, and the district will award proportionate course credit (partial credit) when a student only passes one half of a two-half course. The district will assess the student's available records to determine the transfer of credit for subjects and courses taken before the student's enrollment in the district. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student who is currently in the conservatorship (custody) of the state and 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 continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest-grade level at the particular school. In addition, 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 to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. [See also **Students in Foster Care** for more information.]

Students who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;

- The award of partial credit (awarding credit proportionately when a student passes only one half of a two-half course);
- Eligibility requirements for participation in extracurricular activities: and,
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

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

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

If you have questions, please contact the district’s foster care liaison, Mandy Ozuna at mandy.ozuna@gcisd.net.

[See **Homeless Students** for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services 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 MTSS (Multi-Tiered Systems of Support). The implementation of MTSS 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 parents may contact the campus administrator and/or the campus diagnostician to discuss their concerns and if warranted, initiate a referral for Section 504 or Special Education evaluation. A parent may request an evaluation for special education or Section 504 services at any time.

See the [TEA Update Flyer](#) for additional information.

More information can be found on the [504 webpage](#).

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the Director of Special Services or an administrative employee of the school district, the district must

respond no later than 15 school days after receiving the request. At that time, the district must give the parent 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 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 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. TEA has provided guidance for verbal requests that districts follow the same timeline as the state law requirement for written requests for evaluation.

If the district proposes 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. An ARD committee meeting will be held within 30 calendar days of the date of the FIE report.

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

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus educational diagnostician. Please see the campus contact [webpage](#) and call your child's campus main phone number and ask for the Education Diagnostician.

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.

A student with 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 the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law. [See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

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 is the campus assistant principal. Please call your child's campus main phone number and ask for the campus Section 504 Coordinator or see the campus contact list on the 504 website. To learn more about Section 504, visit the district website at <https://www.gcisd.net/page/504-information>.

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

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

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

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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 if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

[See policy FB.]

[See also **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** for more information.]

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 their 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 grade level for the transferring student is offered on that campus. Only the student receiving special education services is entitled to transportation. Parents are encouraged to contact Lindsey Fuentes, Executive Director of Special Services at lindsey.fuentes@gcisd.net.

A Student Who Speaks a Primary Language Other than English

Every student in the state who has a home language other than English and who is identified as an Emergent Bilingual shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program. If the student qualifies for bilingual education 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.

Children of Military Families

Children of military families will be provided flexibility under The Interstate Compact on Educational Opportunities for Military Children 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 virtual or hybrid courses offered by the district or another district or school
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. 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](#).

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

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

State law requires 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 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 age 19 or older has more than 5 unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence

on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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;
- Appearing at a government office to obtain United States citizenship;
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form;
- Absences for attendance in a released time course in religious instruction
- 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.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district.

For more information, see **Personal Communication and Other Electronic Devices**.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university, and for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, will be considered an exemption, provided the board has authorized such excused absences under policy FEA(LOCAL) if the following conditions are met: the principal has approved the student's absence, the student follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absences

does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Compulsory Attendance - Failure to Comply

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student who is absent without permission from school; from any class; from any required special programs, or any required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Ages 6 and 18

When a student between the ages 6 and 18 has unexcused absences of three or more days or parts of days within a six month period, the school will send a notice to the parent/guardian, as required by law, to remind the parent/guardian that it is the parent's duty to monitor the student's attendance and to require the student to attend school.

At five or more days or parts of days unexcused absences within a six month period, a second notice will be sent to the parent/guardian and the campus will request a conference with the parent/guardian, student and campus staff to address the underlying issues causing the lack of attendance initiating the district truancy prevention measures. Students/families who do not meet compulsory attendance may be referred to the GCISD Attendance Review Board and/or referred to Tarrant County Court for truancy. If you have any questions about your student and the effect of his or her absences from school, please contact the 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. 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 through 18 incurs unexcused absences on ten or more days or parts of days or within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. The truancy facilitator for the district is Dr. Tiffany Cunningham, tiffany.cunningham@gcisd.net.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade (All Grade Levels)

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

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the campus attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.] Campuses will alert parents regarding attendance for credit and provide options to regain lost instructional time. Failure to comply may result in students needing to attend summer programs and/or not receiving course credit.

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

- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

- The student or parent will be given an opportunity to present any information to the committee about the absences.

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

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines. If so, all district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Official Attendance-Taking Time

The district must submit the attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:00AM for elementary and middle schools. Attendance is taken at 8:55 AM at Collegiate Academy, 12PM for Bridges and 10:30AM for Colleyville Heritage and Grapevine High schools. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

Documentation after an Absence

Vacations taken during the school year are unexcused absences. When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent is encouraged on the morning of the absence to inform the campus the student will not be present. Written documentation of the absence is required upon the student's return to school. Campuses may accept up to 4 days per semester (8 per year) that are excused with a parent note, but these days will count towards the 90% Rule. The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is *not* required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Within three (3) days of returning to school, a student absent for more than four (4) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and 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 on the district's form. A parent may access the required form by contacting the campus front office.

Driver License Attendance Verification (Secondary Grade Levels Only)

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) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver's license. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>. Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

Non-school Educational Events

Students attending non-school educational events, such as a showing for 4-H club, must provide official documentation of their involvement for each day missed if that absence is to receive district consideration for an excused absence status.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

GCISD and each of its campuses are held to certain standards of accountability under state and federal law. Key components of the accountability requirements are the dissemination and publication of certain reports and information, which include:

1. 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;
2. A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
3. The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
4. Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district's website at <http://www.gcisd.net>. Hard copies of any reports are available upon request to the district administration office. TEA also maintains additional accountability and accreditation information at: [TEA Performance Reporting Division](#).

ACADEMIC DISHONESTY

Academic Integrity

Regarding academic integrity:

- AI-generated content will not be considered the student's original work. However, students may include such content in their work *if they have obtained explicit consent from the teacher assigning the work*.
- All learning community members will appropriately credit, reference, or cite instances of AI-generated content following recommended practices.

- Plagiarism involving content from a generative AI program will lead to academic consequences in line with district guidelines, academic dishonesty procedures, and the Student Code of Conduct.
- Teachers can permit or prohibit using generative AI based on specific learning objectives.

A student found to have engaged in academic dishonesty shall be subject to disciplinary penalties in accordance with the *Student Code of Conduct* and the Academic Integrity Code. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.
[See policy EIA(REGULATION)]

ACADEMIC INTEGRITY

Academic integrity is a commitment to being 100% honest and responsible in the completion of all academic materials. Only in such an environment can students reach their full potential. Because of this, GCISD expects all students to demonstrate honesty and integrity throughout their academic careers.

These values will help students enhance their learning, accurately portray the knowledge and skills obtained, and prepare themselves for the future. This means students should abstain from:

- Cheating on tests
- Copying or getting unauthorized help on homework
- Plagiarism
- Using technology to dishonestly transmit sensitive classroom materials
- Failing to assist in collaborative group work
- Tampering with others' work
- Claiming work that is not the student's own

Expectations for Maximizing Academic Integrity

STUDENTS WILL:

- Be prepared for all assignments and assessments
- Take advantage of tutoring opportunities available on campus
- Complete their own work and not rely on parents, students, tutors, and others
- Be held accountable for abiding by teacher expectations and guidelines on assignments and assessments
- Students will report violations of the Code to a teacher or administrator
- Honor the atmosphere of academic integrity on an ongoing basis

TEACHERS WILL:

- Secure tests in areas where they may not be seen and/or photographed by students
- Collect all personal electronic devices (phones, smart watches, smart glasses, etc.) prior to testing
- Actively monitor during a test
- Separate student desks and/or use privacy folders when appropriate
- Create multiple versions of tests on unit exams
- Clearly specify when an assignment is collaborative or independent

- Address issues of academic dishonesty, regardless of where they occur
- Create an atmosphere of academic integrity on an ongoing basis

The highest standards of honesty must apply to students' actions in GCISD. Any act of dishonesty reflects upon the entire school community. Students' integrity is at stake whether they are the person who gives or receives the information; both are acts of dishonesty. Of utmost concern is the fact that students have been untrue to themselves and have damaged one of their most precious possessions – their character.

VIOLATIONS OF THE CODE OF ACADEMIC INTEGRITY

Teachers' will clearly state expectations for all work. If students need clarification of the requirements for any activity or assignment, they are responsible for checking their understanding with the teacher.

Violations of the Code include, but are not limited to:

- Copying and/or offering homework verbally, in written form, or by electronic means
- Copying and/or offering answers on assessments verbally, in written form, or by electronic means
- Pressuring other students to violate the Code
- Bringing in and using unauthorized information during class time
- Having anyone complete assignments and submitting the work as one's own
- Presenting collaborative work as independent work and independent work as collaborative
- Fabricating data, information, or sources
- Failing to report cheating or violations to a teacher or administrator

Plagiarism includes but is not limited to:

- Submitting images and/or documents in whole or in part from the Internet without citation of the source(s)
- Copying another's work
- Using another's ideas without proper citations
- Incorporating portions of another's writing within the context of your own work
- Failing to acknowledge a source of information
- Using "unique" phrases without citations
- Using graphics, charts, diagrams, or illustrations without citations
- Submitting a document or work using an Artificial Intelligence tool such as ChatGPT and not citing it as a reference.

Consequences for violating the Academic Integrity Code

All parties involved understand the teacher's and/or administrator's professional judgment will determine if a violation of the Academic Code has been committed.

Any offense deemed as egregious by the classroom teacher or administrator may be treated as an offense at the next higher level. For example, a 1st offense that is deemed egregious may be given 2nd offense consequences and so forth. Egregious acts may include, but are not limited to, copying tests or test keys, distribution or intent to distribute copied tests or test keys. If the violation is

deemed egregious, an Academic Integrity Committee (AIC) may be formed, composed of the teacher, administrator, counselor, guardians, and the student involved in the situation.

Any student who violates the Academic Code as defined above will be subject to the following:

Middle School Level: Level of Consequence

1ST Offense:

- The student's parents will be contacted
- Teachers will offer alternative assignment with a grade not to exceed a 70
- The student's conduct grade will be lowered
- The incident will be reported through Skyward
- A detention will be assigned

2nd Offense

- The student's parents will be contacted
- Teachers will offer alternative assignment with a grade not to exceed a 50
- ISS may be assigned for 1-3 days
- The conduct grade will reflect the infraction (U)
- The student may be suspended from school-sanctioned activities
- The incident will be reported through Skyward

Subsequent Offense:

In addition to the above consequences, the following may occur:

- Suspension from extracurricular activities outside of class for up to three weeks
- Suspension or possible removal from school-sponsored organizations
- The appropriate administrator will convene with the AIC to address the student's behavior and work to identify corrective measures to encourage positive change
- Consideration of course placement (removal from accelerated or Advanced (formerly Pre-AP) Class) as determined by the AIC

High School Level: Level of Consequence

1st Offense:

- The student's parents will be contacted
- Teachers will offer alternative assignment with a grade not to exceed a 70
- The student's conduct grade will be lowered
- The incident will be reported through Skyward
- ISS will be assigned

2nd Offense:

- The student's parents will be contacted
- Teachers will offer alternative assignment with a grade not to exceed a 50
- Additional ISS will be assigned
- The conduct grade will reflect the infraction (U)
- The student may be suspended from school-sanctioned activities
- The incident will be reported through Skyward

Subsequent Offense:

In addition to the above consequences, the following may occur:

- Suspension from extracurricular activities outside of class for up to three weeks
- Suspension or possible removal from school-sponsored organizations
- The appropriate administrator will convene with the AIC to address the student's behavior and work to identify corrective measures to encourage positive change
- Consideration of course placement (removal from Advanced (formerly Pre-AP) AP or GT Class) as determined by the AIC
- Recommendation to DAEP (VISTA)

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

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 contact the counseling department for information about this opportunity.

BULLYING

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done using any electronic communication device, including 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 publicly or privately owned school bus or vehicle being used for transportation of students to or from school, or a school-sponsored or school-related activity; 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.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them

Age-appropriate discussions that encourage peers to intervene when they observe bullying occur

- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait

- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status

- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the school counselor or student advocate].

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. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. 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 parents of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by calling 817-469-TIPS (8477), or text: "TIP117 PLUS YOUR MESSAGE" to 274637 or go to www.469tips.com.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying. The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying

behaviors, and any students who have been identified as witnesses to the bullying behaviors. Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon the recommendation of the administration, the board or its designee 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 parents, the board may transfer the student to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [Also see **Safety Transfers**.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's websites, and is included at the end of this Handbook 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).

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation, Safety Transfers, Hazing**, policy FFI, the district's Student Code of Conduct and the district improvement plan, a copy of which can be viewed in the campus office.] Please refer to Appendix I in this handbook for FFI(LOCAL).

CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK-BASED PROGRAMS

The district offers career and technical education programs. For information and admission requirements to these programs, see the campus counselor or contact Stephanie Speaks, CTE Director, at 817-251-5738.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator: Dr. Tiffany Cunningham, tiffany.cunningham@gcisd.net, Director of Student Services, 817-251-5640.

CHECK ACCEPTANCE POLICY

The district will not accept checks without a pre-printed name and address, checks with an expiration date, or pre or post-dated checks.

In the event that a check written to any GCISD campus, club, or organization is returned unpaid by your bank, GCISD or its agent will redeposit your check electronically. Additionally, you understand and agree that we may electronically collect a returned check fee of \$30.00 plus applicable sales tax. The use of a check for payment is your ACKNOWLEDGEMENT and ACCEPTANCE of this policy and its terms.

Returned checks are sent to Envision Payments for collection. To inquire about a returned check, please contact Envision Payments directly at 877-290-5460.

CHILD SEXUAL ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse, neglect, trafficking, and other maltreatment of children, which may be accessed at <http://www.gcisd.net>. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Warning Signs of Physical Abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Warning signs of Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment,**

and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking].

Warning Signs of Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Warning Signs of Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and 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, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

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

- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid 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.

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

Reporting and Responding to Child Abuse, Trafficking, and Other Maltreatment of Children.

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse 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 they did the right thing by telling you.

Parents, if your child is a victim of abuse, neglect, trafficking 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 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 Country.](#)]

Reports of abuse, trafficking, 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](#)).

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

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

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

Highest Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the scholarship certificate from the State of Texas. [See EIC(LOCAL)].

Class rank shall not be calculated or reported except for students in the top ten percent of a given class as required by state law. The district shall include on the official transcript of each student ranked in the top ten percent the student's specific numerical rank out of the total number of students in the class.

The weighted GPA shall include semester grades earned in all high school credit courses taken in grades 9-12 only, except as indicated in EIC(LOCAL).

The calculation of class rank shall exclude grades earned in summer school sessions between grades 8 and 9, in summer school for the purpose of credit recovery, through credit by examination, with or without prior instruction, or through a traditional correspondence course. The district shall not exclude distance learning courses taken through the Texas Virtual School Network (TxVSN).

The district shall weigh the grades in Advanced Placement (AP), and Advanced (formerly Pre-AP) courses, in accordance with provisions of policy EIC(LOCAL). The district shall convert semester grades to grade points and shall calculate a weighted GPA. Dual credit courses shall receive a weight equivalent to Advanced (formerly Pre-AP). Additionally, any course that requires an AP course as a prerequisite shall be calculated with the same weight as an AP course.

When a student transfers grades for properly documented courses with the exception to Collegiate Academy, the district shall assign AP weight to AP course grades; however, the district shall assign Advanced (formerly Pre-AP) weight to transferred Advanced (formerly Pre-AP), or honors course grades only if the same courses are offered to the same class of students in the district and if: (1.) The district in which the credit was earned has administered an AP exam; or (2.) The course is intended to prepare students for a subsequent course in which an AP exam would be administered.

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate class rank at the end of the third nine-week grading period of the senior year.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the same high school in the district for the three semesters immediately preceding graduation, (two semesters immediately preceding graduation for iUniversity Prep students); and
2. Be graduating after four entire school years of enrollment in high school.

Breaking Ties

In case of a tie, with exception to Collegiate Academy, GPAs shall be calculated to the number of decimal places necessary to break the tie. In the event that a tie is unable to be broken using this method, the following criteria shall be used sequentially to the extent necessary to break a tie:

1. Totaling the number of AP courses successfully completed.
2. Computing the GPA of all AP courses successfully completed.

Commented [1]: @mandy.ozuna@gcisd.net

How about this?
Assigned to mandy.ozuna@gcisd.net

Commented [2]: @mandy.ozuna@gcisd.net FYI...

Commented [3]: circling back

Commented [4]: @mandy.ozuna@gcisd.net

Anything new changes here?

Commented [5]: Nothing yet, proposing addtl. changes to collegiate, but nothing approved in local yet.

Commented [6]: @mandy.ozuna@gcisd.net Just confirming...

Commented [7]: Not changing for traditional, circling back for Collegiate in particular

Commented [8]: @mandy.ozuna@gcisd.net Anything new changes here?

Commented [9]: Same here...Nothing yet, proposing addtl. changes to collegiate, but nothing approved in local yet.

Commented [10]: @mandy.ozuna@gcisd.net

Proposal until after board meeting.

[Insert policy for CA here]

Student Graduating in Fewer Than Four Years

A student graduating in fewer than four entire school years of enrollment in high school shall not be eligible for recognition as the official valedictorian or salutatorian of a graduating class. However, if a student graduating in fewer than four entire school years of enrollment in high school has a weighted GPA equal to or higher than that of the four-year official valedictorian or salutatorian, the district shall recognize the student as the valedictorian or salutatorian of students graduating in one year, two years, or three years, as appropriate. [For further information, see policy EIC.]

CLASS SCHEDULES (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria.

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

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID (Secondary Grade Levels Only)

For two school years following his or her graduation, a district student who graduates in the top ten 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 meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program[See **Foundation Graduation Program**].
- Satisfies the ACT College Readiness Benchmarks or earns at least 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 for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application. mi

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

Senate Bill 175, passed by the 81st Texas Legislature, allows The University of Texas at Austin to limit automatic admission to 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students. The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen.

From the summer 2023 term through the spring 2025, the University will admit eligible freshman applicants who rank within the top six percent (6%) of a high school's graduating classes who met the above requirements. From the summer of 2026 term through the spring 2027, the University will admit eligible freshman applicants who rank within the top 5% of a high school's graduating

classes who met the above requirements. Additional applicants will be considered by the University through a holistic review process.

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, The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program, the Texas First Scholarship Program, and The Future Texas Teachers Scholarship Program. Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

COLLEGE CREDIT COURSES (SECONDARY GRADE LEVELS ONLY)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Tarrant County College - Northeast for Collegiate Academy, McMurry University, & Tarleton State University
- Enrollment in courses taught at other colleges or universities

For dual credit purposes, 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. A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** for more information.

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

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. A student is educationally disadvantaged if they were qualified for the free or reduced price lunch during any of the four school years prior to their enrollment in the dual credit

program. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP exam fees. See Fees (All Grade Levels)

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

COMMUNICATIONS (ALL GRADE LEVELS)

Parent Contact Information

Parents are legally required to provide in writing the parent's contact information, including address, phone number, and email address when enrolling and registering students in Skyward. A parent must provide the contact information to the district upon enrollment. If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes. A parent may update contact information by contacting the campus data secretaries at the elementary and middle school level and the campus registrar at the high schools.

Automated Emergency Communication

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

[See **Safety** for information regarding contact with parents during an emergency situation.]

Automated Non-Emergency Communication

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

[See **Safety** for information regarding contact with parents during an emergency situation.]

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 campus administrator. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL), in accordance with Education Code Chapter 26A in the district's policy manual. This policy describing the grievance process in detail and is available on the district's website at <https://www.gcisd.net>. Per 89th legislative updates, the District is currently reviewing this policy and will release updates to families once finalized. A copy of the complaint forms may be obtained in the principal's office or on the district's website at [GCISD Student/Parent Complaint Form](#).

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit a written complaint form to the campus principal. If the concern is not resolved, the parent may file a Level 2 complaint that will be heard by an appropriate central administrator.. If still unresolved, then the level 3 complaint will be heard by the Board of Trustees or delegated to a committee comprised of at least 3 Board members.

CONDUCT

Applicability of School Rules

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

Student ID Badges (Secondary Only)

Per the *Student Code of Conduct*, it is the expectation that all secondary students will wear their student ID badges. Badges should be worn in a manner so that they are visible at all times. If students do not have an ID badge, they will be required to purchase a new badge or a temporary badge. Multiple infractions will result in further disciplinary action.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. Contact for campus administration can be found on each campus website at <https://www.gcisd.net/schools>.

Deliveries

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

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.

Disruptions of Classes and School Activities

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Students may be subject to any disciplinary consequences for the disruption of classes or transportation. However, they are excluded from the criminal offense of disruptions of classes or other school activities. These same offenses also do not apply to children under the age of 12. 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 is also considered a disruption.

Skateboards

Students and others are not permitted to use their skateboards, scooters and/or roller blades on campus grounds at any time unless approved by the campus principal as a club and will be used solely during a designated club meeting time. Skateboards are not permitted on school buses. If a student is using one as a means of transportation to or from school, he/she must walk and carry the skateboard, scooter and/or roller blades while on school property. Skateboards, scooters, or roller blades should be kept in a locker or designated place approved by campus administration or staff until the end of the school day.

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. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

Academic Counseling

Elementary and Middle/High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and talk about 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 about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. 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.

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

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

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

[See **Scholarships and Grants** for more information.]

Personal Counseling

Counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, peer issues, or substance abuse. A student who wishes to meet with the school counselor or student advocate should request an appointment. Please know that school counseling does not include or replace licensed professional counseling sessions. 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. [Also see **Mental Health Support**, and **Child Sexual Abuse and Other Maltreatment of Children** and **Dating Violence**.]

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.

Credit for the failed semester is earned only through passing that semester on its own merits. When a student retakes a course, a second low or failing grade may not be averaged with the passing semester's grade to earn credit.

Credit by Examination – If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has received prior instruction in a course or subject—but did not receive credit 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. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 percent on the examination to receive credit for the course or subject. [See Policy EHDB.]

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

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

Credit by Examination - Grades 6-12 Without Prior Instruction

For students currently enrolled in the district in grades 6 through 12, GCISD awards credit for a course in which the student has received no prior instruction if the student scores 80 percent or higher on the criterion-referenced examination for that course. Students scoring less than 80 percent on such an examination shall not be given credit for the course. Credit obtained shall be recorded on the academic achievement record for grades 6 through 12. The recorded scores are the scores obtained from the Credit by Examination. [See policy EHDC.]

For students who entered grade 9 before the 2012-2013 school year, the calculation of class rank shall include semester grades earned in all high school credit courses taken in grades 9-12 only, except grades earned in summer school for purposes of credit recovery.

Beginning with students entering grade 9 in the 2012-2013 school year, the calculation of class rank shall exclude semester grades earned in summer school for the purpose of credit recovery; through credit by examination, with or without prior instruction; or through a traditional correspondence course. [See Policy EIC.]

The district will provide at least 6 days annually when credit by examinations will be administered in grades 6-12. The schedule for Credit by Examinations, for students enrolled in GCISD in grades 6 through 12 will be published on the district's website. Registered students will have a window of time to complete the assessment online. Requests for Credit by Examinations are made by completing the **Credit by Examination, Grades 6-12 Registration Form**, by the posted deadline on the District Assessment Calendar located on the district's website at the below URL. All requests will be approved by the campus counselor and the Assessment Department at assessment@gcisd.net.

Credit by Exam: <https://www.gcisd.net/page/examinations-by-acceleration-and-credit-by-exam>

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

The district will charge a \$25.00 registration fee for each Credit by Examination registration no matter the number of exams registered. However, the student's parents shall pay for an alternative examination approved by the district. The district may deny a parent's or student's request for an alternative examination or alternative date. Students who qualify for free/reduced programs should contact assessment@gcisd.net with questions about financial assistance. [See Policy EHDC.]

The **Credit by Examination, Grades 6-12** exam dates and registration deadline dates are located on the district website at:

<https://www.gcisd.net/cms/one.aspx?portalId=96313&pageId=195701>

ACADEMIC ACHIEVEMENT

Students may be promoted on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level [Texas Education Code (TEC) 28.021 (A), policies EIE]. In addition to attending and passing a grade level or course, credit can be earned in the following ways.

Examinations for Acceleration, Kindergarten into First Grade

The district shall accelerate a student to grade 1 from Kindergarten if the student meets all of the following requirements: [see Policy EHDC]

1. The student must be registered as a GCISD kindergarten student; and
2. The student will be 5 years of age on or before September 1 of the year under consideration; and
3. The student scores 90 percent or higher on a criterion-referenced test for kindergarten in mathematics; and
4. The student scores 90 percent or higher on a criterion-referenced test for kindergarten in language arts/reading; and
5. The student scores 6.4 years of age or above on a developmental screening examination selected by the district.

Requests for these examinations are made by completing the Examinations for Acceleration, Kindergarten into First Grade Registration Form found on the district website:

<https://www.gcisd.net/page/examinations-by-acceleration-and-credit-by-exam>

Complete the registration form, including a copy of the student's birth certificate, and the online registration confirmation by the deadline on the District Assessment Calendar to the Assessment Department at assessment@gcisd.net.

The **Examinations for Acceleration, Kindergarten into First Grade** exam and registration deadline dates can be found on the district website: <https://www.gcisd.net/page/examinations-by-acceleration-and-credit-by-exam>

Examinations for Acceleration, Elementary Grades 1 through 5

For students currently enrolled in the district in grades 1 through 5, GCISD shall accelerate a student one grade level if the student meets **all** of the following requirements: [See Policy EHDC.]

1. The student scores 80 percent or higher on a criterion-referenced test for the grade level to be skipped in **each** of the following areas: **language arts, math, science, and social studies**;
2. A district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of acceleration.

Placement in accordance with these guidelines shall be recorded on the permanent record. The recorded scores are the scores obtained from the examinations for acceleration. Requests for these examinations are made by completing the **Acceleration, Grades K - 5 Registration Form** by the posted deadline on the District Assessment Calendar and returning it to the Assessment Department at assessment@gcisd.net.

The **Examinations for Acceleration into Grades 1 through 5** exam and registration deadline dates can be found on the district website at:

<https://www.gcisd.net/page/examinations-by-acceleration-and-credit-by-exam>

Examinations for Math Telescoping for Elementary and Middle School Students

GCISD students currently in grades K through 7 who meet specific eligibility criteria may be accelerated in math beyond their enrolled grade level. Math Telescoping is the name of this math placement program. Parents may access the registration packet on the GCISD website: <https://www.gcisd.net/page/examinations-by-acceleration-and-credit-by-exam>.

Students enrolled in grades K-5 must score 85 percent or higher on a state-approved exam for the grade level math course to be skipped. Students enrolled in grades 6 through 7 must score 80 percent or higher on a state-approved exam for the math course to be skipped. Consult the district website for specific dates at: <https://www.gcisd.net/page/examinations-by-acceleration-and-credit-by-exam>. The designated fee must be paid for each required math exam to be ordered from the University of Texas at Austin. There is an exception to this fee for those that qualify for free/reduced services. A student's "enrolled grade" does not refer to the student's math class, but to the student's overall grade level in school. For summer testing, students who have successfully completed the fifth grade will fall under the grades 6 through 7 required minimum score of 80 rule.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

The district believes that all students learn best 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. [See policy FFH.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselor's office has information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see:

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Sex-Based Harassment

Sexual harassment and sex-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.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the campus counselor to discuss pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence, is prohibited.

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 parents. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying (All Grade Levels)]

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

Investigation of Report

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

If 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 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 Federal Educational Records and Privacy Act (FERPA).

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

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.

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

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

If you have questions or wish to make a request that your child be enrolled in a virtual or hybrid course offered by the district, please contact the school counselor.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy contact the campus counselor.

Grapevine-Colleyville ISD offers a full-time virtual TXVSN OLS program, which is approved by the TEA and is open to any student in Texas. A student who is enrolled in a school district or open-enrollment charter school in this state may take one or more electronic courses through the TXVSN, provided the student meets eligibility criteria.

A student is eligible to enroll in iUniversity Prep only if the student meets the following three criteria and must apply at [iUniversityPrep.org](https://www.iuniversityprep.org).

The student, on September 1 of the school year:

- a. Is Younger than 21 years of age; **or** Is younger than 26 years of age and entitled to the benefits of the FSP under the TEC, §42.003;
- b. The student has not graduated from school; **and** Is otherwise eligible to enroll in a public school in this state; or meets the following requirements:
 - i. Is a dependent of a member of the United States military;
 - ii. Was previously enrolled in high school in this state; and
 - iii. No longer resides in this state as a result of military deployment or transfer
- c. The student meets all iUniversity Prep admissions criteria:
 - i. Prior academic success as demonstrated on final report card or transcript and is on grade level (at age appropriate grade level of sufficient credits to graduate in four years).
 - ii. Passed previous STAAR exams (Receiving “approaching”, “meets”, or “masters” score).
 - iii. Is in good standing with attendance and discipline.
 - iv. Enrolled in a Texas Public school during the proceeding school year.
 - v. Is a Texas resident.

For more details on iUniversity Prep’s admissions requirements and application process, please visit <https://www.iuniversityprep.org/page/admissions/>.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TXVSN 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.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (ALL LEVELS)

School Materials

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

GCISD has moved to a digital delivery of non-school literature. All flyers will be sent digitally through a company called Peachjar. Peachjar will deliver flyers to parents in the form of an email. Parents will have the opportunity to opt-out of this service or adjust the number of days flyers will be delivered to their email box. For more information about Peachjar, please visit their website at peachjar.com.

Non-school Materials

From Students

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

The principal has designated times, locations, and means for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

[See FNG(LOCAL) for student complaint procedures.]

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 GKD. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the 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. [See policies GKD, or GF.]

The principal has designated a commons area as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING

Grapevine-Colleyville ISD dress standards are established to prevent disruption and support the safety of all students, staff and campus visitors. All students are expected to dress in a respectful manner within the acceptable standards of the educational community and in such a manner as to contribute to the academic atmosphere.

Grapevine-Colleyville ISD expects that all students will dress in a way that is appropriate for the school day and for any school-sponsored event.

Our student dress standards are designed to accomplish the following goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology, dance, or PE.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is profane, racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech or threats to others.

To support proper hygiene on campus and maintain an environment conducive to learning, blankets and pillows, whether “worn” or carried, bath robes, and nightwear are prohibited on campus unless otherwise directed by the school staff.

Students Must Wear:

- GCISD student ID badge for the current school year (secondary students only).
 - The badge must be worn in a manner that is visible and must be presented to staff upon request for identification.
- Clothing that covers all private body parts at all times.

- Undergarments and clothing including both a shirt with pants, dress, skirt, or the equivalent.
- Shorts, including athletic shorts, must extend past the student's knuckles naturally, and must be visible.
- Shirts must touch the waistband in the front, back and sides when the student is standing and arms are relaxed at the student's side.
- Shoes at all times.
 - Elementary students are encouraged to wear closed-toed shoes conducive to physical activity for safety purposes during recess and PE
- Clothing suitable for all scheduled classroom activities including physical education, science labs and CTE courses, and other activities where unique hazards exist.

Students May Wear:

- Religious headwear
- Hooded sweatshirts
 - Hoods cannot be worn while in any GCISD building.
- Fitted pants (including leggings, joggers, and “skinny jeans”)
- Sweatpants, shorts, skirts, dresses, pants
- Ripped jeans if undergarments are not exposed and rips do not display skin above the fingertips when arms are relaxed at the student's side
- Tank tops, excluding those with spaghetti straps. Tank top straps must be wide enough to cover undergarments completely.
- Athletic attire
- Clothing that does not violate the guidelines in the “May Not Wear” section below.

Students May Not Wear:

- Strapless, backless, halter, bare-midriff, or spaghetti strap shirts/blouses/dresses.
- Clothing that reveals undergarments.
- House shoes/slippers with soft soles (due to safety reasons).
- Hats, hoods, caps, visors, bandanas, or similar hat-like apparel while in any GCISD building.
- Costume apparel or accessories.
- Clothing displaying violent language or images.
- Clothing or accessories with images or language depicting or representing drugs, alcohol (or any illegal item or activity), hate speech, profanity, weapons, violence, or pornography. (See above goals of dress standards)
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face, including sunglasses (except as a religious observance or as a health measure).
- Tattoos that violate the GCISD dress standards due to inappropriate images, words, or content must be covered.

For special events, defined by campus administration, specific dress requirements may be set. When there is a question on the dress or appearance of a student, the building administrator and school staff will use their discretion concerning the standards of dress.

Solutions to Address Grapevine-Colleyville ISD Dress Standards

If a student is not following the dress standards, the administrator/staff member should address the student individually to come up with a solution using the following guidelines:

- Students are expected to be in compliance with the dress standards during the instructional day and on school-sponsored field trips or events requiring specific dress standards.
- Students will be given the option of removing articles and accessories that do not conform to the standards of dress.
- Students will be asked to put on their own alternative clothing, if already available at school, to meet the standards for the remainder of the day.
- Students will be provided with temporary school clothing to meet the standards for the remainder of the day (when available).
- If necessary, the student's parent/guardian may be called during the school day to bring alternative clothing for the student to wear for the remainder of the school day.
- If a student's parent/guardian checks the student out from school to correct a dress code infraction, the infraction will still be logged in Skyward and the absence will be unexcused. GCISD will not grant permission for a student to leave campus to address dress code violations; it must be initiated by a parent/guardian.

Any infraction addressed will be documented in Skyward using the following parameters:

- First infraction: Warning, student makes a change to meet dress code standards, and then may return to class.
- Second infraction: Consequence given (detention or similar), student makes a change to meet dress code standards, and then may return to class.
- Third infraction: Consequence given (1 day of ISS), student makes a change to meet dress code standards, and then may return to class.
- Subsequent infractions may be addressed as persistent misbehavior pursuant to the GCISD Student Code of Conduct.

If, at any time, a student refuses to comply with corrective solutions or directives given by campus staff or administration, further consequences may be issued pursuant to the GCISD Student Code of Conduct.

The school administrators may make appropriate adjustments in the dress standards deemed necessary to meet the unique needs of a campus or student and shall employ appropriate disciplinary procedures to carry out and enforce this policy.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact [insert name, title, and contact information for person the district has assigned to receive complaints or concerns about student use of electronic devices].

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).]

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

In accordance with state law, the district prohibits permits students to the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF for more information.]

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized

- education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

Authorized district employees may confiscate a personal telecommunication or other personal electronic device used in violation of district/campus policy or rules. Any disciplinary action will be in accordance with the *Student Code of Conduct*. The district is not responsible for damaged, lost, or stolen telecommunications or other personal electronic devices. [See FNCE(LOCAL).]

Consequences for Inappropriate Use of Personal Communication Devices, Including Cell Phones, and Other Electronic Devices:

The GCISD plan for addressing violations is listed below:

Offense	Confiscation & Retrieval
1	The device is confiscated and securely stored in the front office. The student may retrieve the phone at the end of the instructional day. The offense will be documented in Skyward.
2	The device is confiscated and securely stored in the front office. The parent may retrieve the phone at the end of the instructional day. The offense will be documented in Skyward.
3	The device is confiscated and securely stored in the front office. The parent may retrieve the phone at the end of the instructional day. Student assigned to 1 day of in-school suspension (ISS). Offense will be documented in Skyward.
4+	<p>The device is confiscated and securely stored in the front office. The parent may retrieve the device at the end of the instructional day.</p> <p>Offense will be treated as persistent misconduct, which will result in additional disciplinary consequences. Offense will be documented in Skyward.</p> <p>When a student has 4 infractions within the school year, a conference will be held with the parent. If the student continues to bring a communication device to school, the student will be required to turn in their devices to the front office at the start of each school day.</p> <p>Subsequent violations will be treated as serious infractions and consequences assigned will reflect the severity of continuing to violate this law.</p>

If, at any time, a student refuses to comply with corrective solutions or directives given by campus staff or administration, further consequences may be issued pursuant to the GCISD *Student Code of Conduct*.

The front office of each campus closes after dismissal. Staff members will not be available to return devices after the following times:

- Elementary - 3:25 pm

- Middle School - 3:55 pm
- High School - 4:25 pm

As with all disciplinary infractions, the campus administration will evaluate each situation on an individual basis, consider the circumstances, and campus administration may assign additional consequences or preventive measures beyond what is detailed above. The intent of House Bill 1481 is to limit distractions in the classroom and across campus so students can stay focused on learning.

If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law. The district shall dispose of the devices for which timely notice has been given at the end of each semester. [See policy FNCE.] The district is not responsible for damaged, lost, or stolen telecommunications devices.

In limited circumstances and in accordance with law, a student's personal communications or other personal electronic device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF.]

Instructional Use of Personal Electronic Devices

All students K-12 have the opportunity to use a district-provided device for instructional purposes through the district 1:1 program. Students are required to use district issued devices and networks during school hours and while on campus. Students are not allowed to use personal laptops (Macs or PCs) or connect district devices to personal hotspots during school hours.

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. See [**Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices**]

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action in accordance with the Student *Code of Conduct*.

Possession and Use of Other Personal Devices

GCISD's aim is to ensure that all students remain focused on their academic pursuits and engage fully in the educational opportunities provided. While House Bill 1481 specifically addresses personal communication devices, GCISD's broader policy extends to other personal electronic devices that may disrupt the educational setting. Items such as iPods, CD players, or similar personal entertainment devices are not permitted for individual use during the school day, including during lunch and passing periods.

Students have been issued a school-provided device that offers access to music and other appropriate digital content. The district encourages students to utilize their school-issued laptops responsibly and at times deemed appropriate by the school administration.

Mobile Device Guidelines and Acknowledgements

- Mobile devices are defined by a device running iOS or Android operating system. Personal Computers, Chromebooks, and tablets are not allowed on GCISD networks.
- Teachers have the discretion to regulate the use of mobile devices in the classroom and on specific projects. Use of personal technology should never disrupt the classroom environment.
- GCISD is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection or that is suspected of having or accessing inappropriate information, pictures, data, etc.
- Students and parents/guardians acknowledge that devices sent to school are subject to search by school officials. If the device is locked or password protected the student will be required to unlock the device at the request of a school official.
- GCISD takes no responsibility for stolen, lost, or mobile devices.
- Throughout the course of a school day, there may be locations or times of day that the use of technology is inappropriate; the use of signs, announcements and other forms of communication will ensure students have been informed. At these times, it is the school's expectation that students will comply by turning off or silencing devices, put them away in a safe and secure place, and refrain from using the technology.
- Internet use at school must be directly related to school assignments and projects except during times of permissible non-instructional use.
- Students must immediately report threatening messages or inappropriate Internet files/sites to a teacher.

Special Note: Cyber bullying

Cyber bullying is defined as the use of any Internet-connected device for the purpose of bullying, harassing, or intimidating another student. This includes, but may not be limited to:

- Sending abusive text messages to cell phones, computers, or Internet-connected game consoles.
- Creating, publishing, disseminating, or otherwise promoting non-consensual intimate imagery created with artificial intelligence (AI) tools (or other photo-filtering tools or technology) depicting any student engaging in any act that is pervasively vulgar or obscene, depicting any nudity, or otherwise portraying the student in a compromising or inappropriate situation.
- Posting abusive comments on someone's blog or social networking site (e.g., Instagram, X (formerly known as Twitter), Facebook, etc.).
- Creating a social networking site or web page that masquerades as the victim's personal site and using it to embarrass him or her.
- Making it appear that the victim is posting malicious comments about friends to isolate him or her from friends.
- Posting the victim's personally identifiable information on a site to put them at greater risk of contact by predators.
- Sending abusive comments while playing interactive games.
- Taking photos – often using a cell phone camera – and posting them online, sometimes manipulating them to embarrass the target.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes will be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign GCISD Acceptable Use Policy Administrative Regulation for Acceptable Use of Technology Resources (separate from this handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. Technology agreements and Policies can be found here:

<https://www.gcisd.net/page/agreements-and-policies>

Unacceptable and Inappropriate Use of Technology Resources

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

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

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the *Student Code of Conduct*, and, in some cases, the consequence may rise to the level of expulsion. All users should be aware of the rules found in [Texas Penal Code, Section 21.15](#) regarding improper photography or visual recording.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (ALL GRADE LEVELS)

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. As such, additional expectations are placed on our students participating in school-sponsored activities.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs by contacting the campus principal.

Athletics

The mission of the Grapevine-Colleyville ISD Athletic Department is to enhance the quality of life for our student-athletes by developing the whole student through education and competition. With development via a sports program at the forefront of our mission, it is a requirement for student-athletes to be enrolled in the athletic period for their chosen sport if an athletic period is offered during regular school hours.

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. Parents and students 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.

Eligibility

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

[See [UIL Texas](#) for additional information.]

The following requirements apply to all extracurricular activities, regardless of participation in a UIL sponsored activity:

- A student who receives, at the end of a grading period, a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks. (*See below for exceptions)
- A student with disabilities 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.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Eligibility Exceptions

- A student who receives, at the end of a grading period, a grade below 70 in any Advanced Placement course or in an advanced or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English will continue to be eligible.
- A student who receives, at the end of a grading period, a grade below 70 in any academic class may participate in a public performance if that student is enrolled in a course that requires demonstration of the mastery of an essential knowledge and skill and if that

performance meets the definition of a curricular performance (i.e. no entrance fee is collected, it is open to the general public, and it is not a competition).

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

Standards of Behavior

Sponsors of student clubs, performing groups, 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.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see Meetings of Non-curriculum-Related Groups.]

Transportation

Participation in some of these activities may result in events that take place off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See Transportation.]

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITY PLEDGE VIOLATIONS

Extracurricular and co-curricular activities are a privilege. Students who participate in extracurricular and/or co-curricular activities in grades 6-12 are held to a higher standard and are required to sign a Pledge not to drink alcoholic beverages or use nicotine products illegally, or take illegal drugs or be in possession of drug paraphernalia, or attend or remain at an activity where alcohol or drugs are being consumed illegally. Both students and parents are required to sign the pledge found in the GCISD Athletics handbook. *A student and/or parent's failure to sign the Pledge does not exempt the student from Pledge consequences.*

Discipline Committee

Once it has been determined that a violation (other than a positive drug test) occurred, the school's Discipline Committee will meet with the student AND at least one parent/guardian. The three-member Discipline Committee consists of:

- Athletics: Girls and Boys Campus Athletic Coordinators, and Campus Administrator
- Fine Arts/Academics: Director, Assigned Asst. Principal, and Associate Principal

If the coach or director is the direct supervisor of the student, a substitute coach/director appointed by the principal will serve on the committee.

The Discipline Committee will consider all of the information about the violation, including any previous offenses, and determine the consequences for the violation.

The principal approves the discipline recommended by the Discipline Committee. The principal also, after the consequences have been completed, will give the approval for the student to return to the activity.

Consequences

Consequences of Pledge violations shall be cumulative through the student's enrollment in the District.

If the violation includes a positive drug test, a citation or arrest (for alcohol, tobacco, etc.), suspension from activities must be one of the consequences assessed. The Discipline Committee may also add other consequences as appropriate. These consequences could be: physical conditioning, program service, or community service. If consequences other than suspension are not completed expediently (as determined by the Committee), the Committee may suspend the student from activities until the consequences are completed.

Appeal

A student or parent may appeal a decision made under this policy in accordance with FNG(LOCAL). The district shall not accept (including for purposes of an appeal of a positive test) any test results submitted by a parent or student from drug tests not performed by the district's contracted testing laboratory. The student shall be ineligible for participation in extracurricular and/or co-curricular activities while the appeal is pending.

For specific consequences and other information, please refer to the Extracurricular and Cocurricular Activity Pledge in the Student-Parent Handbook and Code of Conduct which can be found on the district website



Summary of Grapevine-Colleyville ISD FNF(LOCAL) Random Drug Testing Program Acknowledgement Form

The District requires the random drug-testing of any student in grades 9-12 who chooses to participate in school-sponsored extracurricular activities. **This is a shortened version of FNF(LOCAL).*

Category I

The drug-testing laboratory **shall test** for the presence of alcohol, Marijuana, Cocaine, Methaqualone, Benzodiazepines, Phencyclidine (PCP), Methadone, Barbiturates, Propoxyphene, Amphetamines, Opiates and Metabolites of any of these substances. *If a student has a confirmed positive drug test under Category I, they shall be retested at every scheduled random drug-testing date for one calendar year. For each offense, the student shall be required to attend a minimum of three counseling sessions.*

Category I - First Offense

Student who has a confirmed positive drug test under Category I:

- The student shall be suspended from any extracurricular activity from the date the student and parent are notified of the test results until the student has completed two of the three required counseling sessions and has scheduled the final session. Students who have a confirmed positive drug test under Category I shall be required to attend a minimum of three sessions with the District's student advocate services (SAS) counselor or pre-approved SAS counselor-referred services at the student's or parent's expense. The student shall be permitted to complete a maximum of one counseling session per school week.

Category I - Second Offense

Student who has a second confirmed positive drug test under Category I:

- The student shall be suspended from any extracurricular activity for 60 calendar days following the date the student and parent are notified of the test results.

Category I - Third Offense

Student who has a third confirmed positive drug test under Category I:

- The student shall be suspended from participation in any extracurricular activity for the remainder of the student's enrollment in the District.
- The student may appeal for reinstatement to extracurricular activities after one calendar year from the date the student and parent are notified of the test results. The appeal committee will consist of the executive director of instructional leadership (secondary), the director of athletics, the director of fine arts, and the director of career and technology education. The committee shall take into consideration a student's rehabilitation/counseling since the third offense and his or her overall campus record, including discipline, attendance, and academics.
- The student will be required to test for the remainder of enrollment. Any future positive drug test or drug test returning trace amounts of an illegal substance shall revoke the reinstatement and the student shall be suspended from participation in any extracurricular activity for the remainder of the student's enrollment in the District.

School-sponsored extracurricular activities for which testing is required include:

Athletic Training
Band
Baseball
Basketball
Bass Fishing
BPA
Cheerleading
Choir
Color Guard
Cross Country
DECA
Drill Team
E-Sports
FCCLA
FFA
Football
Golf
Gymnastics
Honor Guard
HOSA
Journalism
Oral Interpretation
Outdoor Shotgun
PALS
Red/Blue Jackets
SkillsUSA
Soccer
Softball
Speech/Debate
Spirit Squad
Student Council
Swimming/Diving
Tennis
Theater
Track and Field
UIL Academics
UIL Robotics
Volleyball
Water Polo
Wrestling

Category II

At the direction of designated District officials, the drug-testing laboratory **may test** all samples, a random percentage of samples, or no samples for the presence of alcohol and nicotine. *If a student has a confirmed positive drug test under Category II, they shall be retested at every scheduled random drug-testing date for one calendar year. For each offense, the student shall be required to attend a minimum of three counseling sessions.*

Category II - First Offense

Student who has a confirmed positive drug test under Category II:

- The student shall be required to attend a minimum of three sessions with the District's SAS counselor or pre-approved SAS counselor-referred services at the student's or parent's expense. The student shall remain eligible for extracurricular activities as long as counseling sessions have been scheduled.

Category II - Second Offense

Student who has a second confirmed positive drug test under Category II:

- The student shall be suspended from any extracurricular activity for seven calendar days following the date the student and parent are notified of the test results.

Category II - Third Offense

Student who has a third confirmed positive drug test under Category II:

- The student shall be suspended from any extracurricular activity for 30 calendar days following the date the student and parent are notified of the test results.

Category II - Fourth Offense

Student who has a fourth confirmed positive drug test under Category II:

- The student shall be suspended from participation in any extracurricular activity for one calendar year. The student shall become eligible to participate in extracurricular activities after one calendar year.
- The student shall be required to participate in monthly drug testing for the remainder of the student's enrollment in the District.
- Any future positive drug test or drug test returning trace amounts of an illegal substance shall revoke the reinstatement and the student shall be suspended from participation in any extracurricular activity for the remainder of the student's enrollment in the District.

A student who refuses to be tested when selected or who is determined to have tampered with a sample shall be deemed to have a positive test result and shall be subject to the appropriate consequences depending on previous positive test results, if any. A student who is determined to have tampered with a sample shall be given the option to immediately provide a second sample. If the student does not provide a sample, the school administration shall attempt to contact the student's parent and inform the parent of the situation and of the student's decision.

Voluntary Drug Testing Program

The District shall make available to parents a voluntary drug-testing program for students enrolled in grades 9–12 in the District. Parents may enroll their children in the voluntary drug-testing program at any time; however, a request and consent form signed by the parent shall be required annually for continued participation. At the time of enrollment in the voluntary drug-testing program, parents are able to choose the number of tests (not to exceed nine or one per month) and shall be charged a fee, determined by the District, that covers the cost of their participation in the program. Students enrolled in the voluntary drug-testing program by their parents shall be tested by the same laboratory under the same testing procedures as students in competitive extracurricular activities who participate in the mandatory drug-testing program. The director of athletics shall manage the voluntary drug-testing list and shall randomize the administrations throughout the year based on the number of tests parents have opted for. The testing laboratory shall directly communicate to parents the test results for students participating only in the voluntary drug-testing program. In addition, the testing laboratory shall notify the parent when his or her student refuses or fails to take a scheduled drug test. Individual students' test results shall not be reported to the District under this program.

By signing this document, I acknowledge that I have read and understand the GCISD Drug Testing Program.

Student Signature _____

Date _____

Parent Signature _____

Date _____

www.gcisd.net

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- 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.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- In some cases, a fee for a virtual or hybrid course .
- Costs associated with students not completing assessments requested through credit by exam registration

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 administrator. [For further information, see policy FP.]

FUND-RAISING

Fund-raising activities by student groups and/or for school-sponsored projects may be allowed, with prior administration approval and under the supervision of the project sponsor, for students in all grades and in accordance with administrative regulations. Student participation in approved fund-raising activities may not interfere with the regular instructional program. Funds raised will be received, deposited and disbursed in accordance with CFD(LOCAL). All fund-raising projects will be subject to the approval of the principal. [See policies at FJ and GE.]

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.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

High school counselors will review students who are credit deficient following the end of each semester and will promote students accordingly. Retainments are determined at the end of each school year.

GRADING GUIDELINES

Grading 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 the minimum number of assignments, projects, and examinations required for each grading period. 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.). 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 made a failing grade. Procedures for a student to follow after an absence will also be addressed. Further, these guidelines include grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination.

Refer to campus administration for specific grading guidelines of the grade level, subject area, department, or campus. Also see **Report Cards/Progress Reports** and **Conferences** for additional information on grading guidelines.

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 state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education; and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) or opt-out form.

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 United States History. A student who has not achieved sufficient scores on the EOC assessments

to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation].

If a student fails to perform satisfactorily on an EOC assessment, the district will provide accelerated instruction to the student in the content area for which the performance standard was not met. This may require the participation of the student before or after normal school hours or at times of the year outside normal school operations. Failure of a student to attend accelerated instruction may result in violations of required school attendance

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee (IGC), formed in accordance with state law, unanimously determines that the student is eligible to graduate. [See **Standardized Testing** for more information]. Students being considered for this provision must continue to attempt previously-failed End of Course Exams until the student graduates.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program 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. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on 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 school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with a distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

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	4	4
Physical Education	1	1
Language other than English	2	2
Fine Arts	1	1
Speech	½	½
Health	½	½
Electives	7	5
TOTAL	26 credits	26 credits

Additional considerations apply in some course areas, including:

Mathematics. In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

Languages other than English. Students are required to earn two credits in the same language other than English to graduate. Any students 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 and middle 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

Financial Aid Application Requirement

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

Students may receive assistance in completing the FAFSA or TASFA in the GO Center or in the counseling office. Parent information sessions will be offered to further explain FAFSA and TASFA completion and to provide assistance to parents.

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

- The student's parents submit a form provided by the district indicating that he 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 a good cause.

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

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

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

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

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

Available Course Options for all Graduation Programs

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

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 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.

A student receiving special education services may earn the distinguished level of achievement or an endorsement, if the student: satisfactorily completes the requirements for graduation under the Foundation High School Program, as well as the additional credit requirements in mathematics, science, and elective courses required with or without modified curriculum; satisfactorily completes the courses required for the endorsement without any modified curriculum or with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee; and performs satisfactorily on the required end-

of-course assessment instruments unless the student's ARD committee determines that satisfactory performance is not necessary.

[See policy FMH(LEGAL).]

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will be allowed to participate in graduation activities. 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 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.

Students are eligible to give opening and closing remarks if they:

1. Are selected as determined on the basis of viewpoint-neutral criteria;
2. Are not in a disciplinary placement at the time of the event;
3. Are not in a disciplinary placement on the last day of instruction; and
4. When appropriate, are members or elected officers of the student group that is conducting, participating in, or sponsoring the event.

[For student speakers at other school events, see **Student Speakers**.]

[See FNA(LOCAL) and the *Student Code of Conduct*]

Graduation Expenses

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

Note: If a student violates the *Student Code of Conduct*, state or federal laws after they have completed their final examinations, the principal can prevent the student from participating in the graduation ceremony as well as all activities associated with graduation.

Scholarships and Grants

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

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

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

HAZING

Hazing means any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. Examples include:

- Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the students;
- Any activity involving consumption of food, liquids, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subdivision; and
- Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

The district will not tolerate hazing. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the *Student Code of Conduct*. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying** and policies FFI and FNCC.]

POLICIES AND PROCEDURES THAT PROMOTE STUDENT PHYSICAL AND MENTAL HEALTH

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's [policy](#) manual and at the central administration office.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB

- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- 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.

Nurses

"School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential." Adopted by the NASN Board of Directors February 2017.

GCISD has a full-time Registered Nurse assigned to each elementary, middle school, and high school campus. GCISD Health Services has information to assist parents and students in obtaining access to multiple resources to help with questions and concerns.

Emergency Medical Treatment and Information

Parents are required to fill out the GCISD Health and Emergency Information Form at the start of each school year as part of the online registration process. It's crucial to keep this information current. If any details change during the school year, parents should inform the school nurse promptly. In cases where parents cannot be reached, it's essential to have local emergency contacts listed in Skyward.

The school nurse relies on accurate information regarding allergies, medications, and medical conditions to provide appropriate care and support at school. Every year, parents are asked to complete an emergency medical care consent authorization form, granting permission for emergency treatment and providing details about medication allergies. They should also update emergency care information with the school nurse, including the doctor's name and emergency contact numbers.

The district may approve medical treatment, including dental care, for a student if:

- Written authorization from a legal guardian is received.
- The guardian cannot be reached.
- There's no indication from the guardian against such treatment.

The emergency care authorization form is used when a student's parent or authorized guardian cannot be contacted. Under certain circumstances, a student may provide consent as per legal or

court mandates. Regardless of parental authorization, district staff will call emergency medical services when required by law or to prevent life-threatening situations.

Student Illness (All Grade Levels)

If your child is feeling unwell, please notify the school to inform us of their absence and describe the signs or symptoms they are experiencing. It's important to remember that schools must adhere to state regulations regarding the exclusion of students with certain illnesses for specific durations.

If a student falls ill during the school day, they must obtain permission from their teacher before visiting the school nurse. Our school health clinic is staffed with trained individuals who can assess the student's condition and administer first aid if necessary. Students displaying any of the symptoms listed below will be sent home to safeguard the health of others. If the school nurse is unavailable, the student should immediately report to the main office for assistance to ensure their safety.

When contacting a parent/guardian about an ill or injured student, arrangements must be made for timely pickup. The timeframe between the call and pickup will vary depending on the seriousness of the situation. Measures will be taken to ensure the student's health and safety.

Before releasing a student from school, the school nurse or office personnel must communicate with a parent/legal guardian or emergency contact. If your child contacts you claiming to be ill and needing to go home without speaking to the school nurse, they have not followed the proper dismissal procedure. Encourage your child to visit the school nurse for evaluation.

The district is mandated to report specific contagious diseases to the Texas Department of State Health Services (TDSHS) or the local/regional health authority. The school nurse can provide information from TDSHS regarding these notifiable conditions. If your child has been diagnosed with a communicable disease, please notify the school nurse.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Health Clinics

Each school campus is equipped with a health clinic designed to address minor injuries and serve as a temporary resting area for students who become ill during the school day. If a student falls ill, individuals listed on the GCISD Health and Emergency Information form will be contacted to pick them up. All phone numbers must be recorded in Skyward and promptly updated if changes occur during the school year. Students should remain at home if they exhibit any of the following symptoms:

- Fever of 100 degrees Fahrenheit or higher in the past 24 hours
- Unknown rash
- Jaundice
- Ringworm of the scalp (until treatment has been started)
- Vomiting and/or diarrhea in the past 24 hours
- Itchy, red eyes with discharge

In the event of a communicable disease outbreak, the nurses will adhere to recommendations of the Centers for Disease Control, Department of State Health Services and the Tarrant County Public Health Department regarding exclusion from school.

Bacterial Meningitis

Please see the district's [website](#) for information regarding meningitis. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, particularly the CDC's information on [bacterial meningitis](#) and the [Department of State Health Services](#).

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

[For further information, see policy FFAB(LEGAL) and the [DSHS website](#): Texas School & Child Care Facility Immunization Requirements.]

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by breathing, eating or touching the particular food that requires immediate medical attention. 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 if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans, or emergency action plans will be developed to assist the student in safely accessing the school environment. Please see the district's [website](#) for information regarding food allergy management. [See policy FFAB and **Celebrations**.]

Celebration Guidelines

There are times during the school year when campuses will celebrate students and achievements. The goal of Health Services is the health and safety of all GCISD students while at school. Due to an increase of students with diabetes, and students with the potential for an anaphylactic reaction, we want to encourage and recommend that celebration treats be non-food items.

Please check with your campus if food items are accepted as celebration treats.

If your students' campus allows, and you choose to bring food-related items the following guidelines must be followed:

- It is imperative to discuss any classroom allergies with the teacher before bringing any food items to school.
- No homemade items will be accepted (many allergic reactions are a result of cross-contamination).
- Celebration treats must be wrapped, store bought items, and accompanied by a nutritional label. This will allow campus staff to determine if the snack is appropriate for the other students in the class.
- Treats will be distributed at the end of the day.

Immunizations

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**. [See the [DSHS's School and Childcare Vaccine Requirements](#) and policy FFAB(LEGAL) for more information.]

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

All immunizations should be completed by the first date of attendance. The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chickenpox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. Vaccination dates must include month, day and year.

Health Screenings

School nurses work to ensure that health screening requirements are met, by providing vision, hearing, spinal, and acanthosis nigricans (Type 2 diabetes risk assessment) screenings in accordance with [State Law and Regulations](#).

Vision/Hearing Screening is performed in PK, K, 1, 3, 5, 7.

Acanthosis Nigricans (AN) is performed in 1, 3, 5, 7. Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures. These screenings are done within the first 120 days of school. [See policy FFAA.]

Spinal Screening

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Girls are screened in 5th and 7th, Boys are screened once in 8th.

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

on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

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

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](#) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.

Medicine at School/Other Health Requirements

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

The district will not purchase nonprescription medication to give to a student. All medication should be given outside of school hours if possible. Three (3) times a day medications can be safely administered before school, after school and at bedtime. Only authorized employees, in accordance with policy FFAC, may administer medication. In accordance with policy FFAC, authorized employees may administer:

1. Prescription medication must be in the original, properly labeled containers provided by the parent along with a written request. The date on the bottle must be current within the past twelve (12) months. The pharmacy can supply two (2) labeled bottles for this purpose. Medications sent in baggies or unlabeled containers will NOT be given. If your elementary student takes daily medications, please send an extra bottle to be used for field trips.
2. Written permission of the parent or guardian is required for the administration of all medications.
3. Medication samples need a written prescription.
4. In grades PK through 8, all student medication must be kept in the health clinic. Non-prescription medications, if it is to be given for more than ten (10) consecutive days, or administered for more than ten (10) doses, whichever is greater, will require a physician's signature. Switching to other variations of non-prescription medication (i.e. Tylenol, Advil, Aleve) is not acceptable. Any medications left at the end of the year will be discarded if not picked up.
5. In grades 9-12, only prescription medication is required to be kept in the health clinic. With a signed permission form on file in the health clinic, students in grades 9-12 are permitted to carry non-prescription medication in the original container, as long as a signed permission form is on file in the health clinic.
6. Students with asthma or severe allergic reactions may be permitted to possess and use prescription inhalers or Epi-pens, with a signed note from the physician and the parent stating the student may carry the medication. This information will be kept on file in the

nurse's office. The student must also demonstrate to the campus nurse the ability to use the prescribed medication, including any device required to administer the medicine. It is recommended another inhaler or Epi-pen be kept in the clinic for emergencies. If a student has been prescribed asthma or anaphylactic medication for use during the school day, the student and parents should discuss this with the school nurse. All students who need an inhaler or Epi-pen at school will need to have an asthma action plan or allergy action plan signed by the physician on file in the health clinic. These forms must be renewed annually. [If a student allows another person to use the inhaler or Epi-pen, the privilege will be revoked, in addition to discipline consequences identified in the *Student Code of Conduct*.]

7. School personnel designated by the principal and trained by the campus nurse may give medications. No district employee shall be required to give medication dosages outside of FDA recommendations.
8. Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a nonprescription medication.
9. Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. In accordance with the Nursing Practice Act, nurses will not administer supplements, herbals, essential oils, or homeopathic, which are not FDA approved or regulated.
10. If your student is using a Continuous Glucose Monitoring device for diabetes make an appointment with your school nurse for further instructions.

Diabetes

As per a student's individual health plan for managing diabetes, they will be allowed to have and use monitoring and treatment supplies and equipment while at school or participating in school-related activities. To facilitate this, a diabetes management and treatment plan, along with the GCISD Authorization for Administration of Diabetes Management and Care Services by an Unlicensed Diabetes Care Assistant, must be on record in the clinic. These forms must be updated annually. Parents requesting that their child's Continuous Glucose Monitor (CGM) be monitored during the school day must submit a completed CGM Parent/Guardian Agreement and Acknowledgement Form to the health clinic.

Sunscreen

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so. For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse. Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Topical Preparations

The following topical preparations may be available for use in the nurse's office. Unless a parent specifically states such preparations are not to be used on his/her student, they will be administered, if available, judiciously and appropriately:

Anbesol/Orajel or equivalent	Saline solution
Bacitracin/triple antibiotic ointment or equivalent	Aloe Vera gel
Blistex or equivalent	Sting-Kill or equivalent
Calamine/Caladryl lotion or equivalent	Lubricating eye drops
Campho-phenique	Vaseline or equivalent
First aid spray	Bactine or equivalent
Glycogel/glucose tablets	Hydrocortisone Cream or equivalent
Benadryl Cream or equivalent	

[See policy FFAF(LEGAL).]

Administration of Epinephrine Delivery Systems

The purpose of this notification is to inform parents/guardians that in accordance with Chapter 38, Subchapter E of the Texas Education Code, the Board of the Grapevine-Colleyville Independent School District ("GCISD") has adopted a policy to allow authorized and trained personnel to administer an epinephrine delivery system to a person who is reasonably believed to be experiencing an anaphylactic reaction on a school campus.

Each campus will be supplied with stock epinephrine delivery system and standing orders from an advising physician to be used for cases of unexpected anaphylaxis.

GCISD will ensure that a sufficient number of school personnel at each campus are trained to administer epinephrine so that at least one trained individual is present while the campus is open. For purposes of this policy, a campus is considered open beginning with the first hour of instruction through the last hour of instruction. See policy FFAC(LOCAL). Mylan will fund the program through Epipen4schools. If funding from an outside source ceases, the implementation of Stock Epinephrine Delivery Systems will be re-evaluated by GCISD.

Parents of students with known life-threatening anaphylaxis should provide the school with all necessary medications for implementing the student-specific order on an annual basis. This guideline is not intended to replace student-specific orders or parent-provided individual medications.

Unassigned Opioid Antagonists (All Grade Levels)

Administration of Naloxone

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose. One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

The purpose of this notification is to inform parents/guardians in accordance with SB 1462 of the policy to allow authorized and trained personnel to administer an opioid antagonist medication (Naloxone) to a person who is reasonably believed to be experiencing an opioid-related drug overdose on a school campus. Each Campus will be supplied with a box(s) of Naloxone Nasal Sprays from an advising physician to be used for an opioid-related overdose.

GCISD will ensure that a sufficient number of school personnel at each campus are trained to administer an opioid antagonist medication (Naloxone). Multiple resources are currently being utilized to fund this program, and if funding from an outside source ceases, the implementation of Opioid Antagonist Medication will be re-evaluated by GCISD.

Head Lice

Head lice, while not considered an illness or disease, are prevalent among children and spread through direct head-to-head contact during activities such as play, sports, or nap time, as well as by sharing personal items like brushes, combs, hats, and headphones.

If a student is observed to have live head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse, readily available for purchase at drug or grocery stores. Once the student has undergone treatment, the parent should follow up with the school nurse to discuss the effectiveness of the treatment. The nurse can provide further guidance, including recommendations for additional treatments and tips for preventing lice infestations in the future.

Notification will also be sent to parents of elementary school students in the affected classroom without disclosing the identity of the student with lice.

For more information on head lice management, visit the TDSHS [website](#) for guidance on Managing Head Lice in School Settings and at Home, as well as the Centers for Disease Control and Prevention's [website](#) for Head Lice Information for Parents. [See policy FFAA.]

Growth and Development Education

Growth and development presentations including videos will be presented to 4th grade girls and 5th grade girls and boys. Notification will be sent to parents with an opportunity to preview the video(s) and a notification will be sent prior to the presentation at your child's school.

Other Examinations and Screenings (All Grade Levels)

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Notification of upcoming SHAC meetings will be posted at the administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website here at the [Health Services Department](#). If you are interested in joining the GCISD School Health Advisory Council (SHAC) please complete the SHAC application. [See policies at BDF and EHAA. See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for additional information.]

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact Casey Perry at casey.perry@gcisd.net.

OTHER HEALTH-RELATED MATTERS

PHYSICAL EDUCATION

Physical Activity for Students in Elementary

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 135 minutes per week.

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

Physical Activity for Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle school will engage at least 30 minutes of moderate or vigorous physical activity each day for at least four semesters

Shoes

Grapevine Colleyville ISD considers the safety of students in physical education classes to be of utmost importance. During physical education/athletic classes, students must wear fully enclosed athletic style tennis shoes with a solid rubber bottom. Heelys, Twirlies, Crocks, sport sandals, slingback shoes, elevated shoes, cleats, hiking boots, flip flops and slides are not allowed. Students will not be allowed to participate in physical education unless they are wearing proper, fully enclosed athletic style tennis shoes.

P.E. Exceptions

If a student is required to be excused from physical education for any reason, they also will not be allowed to participate in recess. A parent note is accepted for up to three days to excuse a student from physical education/athletics. A physician's note is required at the end of three consecutive days, if the child is still unable to participate. If a child is excused from P.E. by a physician, then a release date is required in order for a student to be reinstated in P.E. and recess. A parent may not release the student to participate in P.E. and/or recess prior to the physician's note. Alternate assignments approved by the campus principal may be given to students that are unable to participate in PE.

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, assessment results will be posted to each student's Skyward page.

Temporary Restriction from Participation in Physical Education

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

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 contact Julie Telesca, the Director of Nutrition at 817-251-5615. [See policies at CO and FFA.]

Tobacco, E-Cigarettes, Prohibited and Nicotine Products (All Grade Levels)

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. With limited exceptions for medication, [see **Medicine at School** (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property 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 others on school property and at school-sponsored and school-related activities. [See the *Student Code of Conduct* and policies at FNCD and GKA.]

The legal age for purchasing and using e-cigarettes is now 21. With the growing concern of usage of e-cigarettes by school-aged students, State laws and GCISD will start implementing strong discipline rules for students who are caught using or distributing any type of e-cigarette on school property or school-sponsored activities. Effective September 1, 2023, Texas House Bill 114 requires a student to be placed in the DAEP if the student possesses, uses, or is under the influence of, or sells, gives, or delivers marijuana, THC, or an e-cigarette to another person within 300 feet of school property or at a school-related event. The district encourages all families to talk with their students regarding the dangers associated with vaping or drug usage. Students may be counseled on the dangers of vaping while serving their consequences.

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. In accordance with 40 CFR Part 763 of The Asbestos Hazard Emergency Response Act (AHERA), the Grapevine-Colleyville Independent School District hereby notifies all interested parties of the availability of the District Asbestos Management Plan.

The plan and a copy of site inspections and assessments are available for review during normal office hours in all school offices and the Central Administration office. To view the district Asbestos Management Plan, please contact the principal, assistant principal, or school secretary at any of the schools or Michele Linn, the Director of Risk Management at Central Administration 817-251-5604. The Grapevine-Colleyville Independent School District is committed to providing a safe environment for students, parents, teachers, visitors and staff.

Some construction material used in your building may contain asbestos. Please rest assured that the Grapevine-Colleyville Independent School District has taken all the required precautions to make sure that the asbestos is not harmful to building occupants. As required, a six-month periodic visual inspection is conducted on each campus with asbestos materials. These inspections are required to ensure that the materials have not been disturbed and are maintained in good condition. In addition, as required, a three year re-inspection is conducted for each campus with asbestos materials. The results of both of these inspections are available in each school office and the Central Administration office.

The Asbestos Management Plan will be maintained continually and this notification of the Plan availability will be issued each year.

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 United States 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 Michele Linn, District Director of Risk Management at 817-251-5604.

A STUDENT WHO IS HOMELESS

You are encouraged to inform the district if you or your children are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact your student's counseling department or the district Homeless liaison, Sarah Dumas, at sarah.dumas@gcisd.net.

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 the questioning or interview is part of a child abuse investigation. In other circumstances:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (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 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 the Campus Behavior Coordinator will attempt to notify the parent unless the legally 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 legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS

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

Parental consent is required 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 elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed if a parent picks the student up from campus. If the student's parent will authorize the student to leave campus unaccompanied, the parent must submit a note to the main office at least 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 to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Grapevine-Colleyville ISD has a closed campus policy during lunch. Students are not allowed to leave during lunch without a parent or guardian.

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*.

Emergent Bilingual (EB) Students) (All Grade Levels)

It is the policy of the state that every student in the state who has a home language other than English and who is identified as an Emergent Bilingual shall be provided a full opportunity to participate in bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall: (1) identify Emergent Bilingual students based on criteria established by the state; (2) provide bilingual education and ESL programs, (3) seek certified teaching personnel to ensure that Emergent Bilingual students are afforded full opportunity to master the essential knowledge and skills required by the state, and (4) assess achievement for essential knowledge and skills to ensure accountability for Emergent Bilingual students and the schools that serve them.

Language Proficiency Assessment Committee - LPAC

Each school district that is required to offer bilingual education and special language programs shall establish a Language Proficiency Assessment Committee (LPAC). Each committee shall include a professional bilingual educator, a parent of an emergent bilingual student, and a campus administrator. The student's parent must consent to any services recommended by the LPAC for an emergent bilingual student.

The school district shall establish standardized criteria for identifying, assessing, and reviewing the state-established criteria to determine reclassification to exit the program. The student's parent must approve a student's entry into the program, exit from the program, or placement in the program. The criteria for identification, assessment, and classification may include the results of an agency-approved proficiency test in the primary language administered to all students identified as being of limited English proficiency to determine the level of primary language proficiency with students in kindergarten or grade 1 being administered an oral primary language proficiency test and students in grades 2 through 12 being administered an oral and written primary language proficiency test.

The LPAC committee may classify a student as an emergent bilingual if a student's English proficiency score is limited based on the state-mandated identification test known as Pre LAS or LAS Links.

Pre-LAS Links assessment is given to prekindergarten and kindergarten students. LAS Links assessment is given to students in first to twelfth grade.

Texas English Language Proficiency Assessment System - TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilinguals who qualify for bilingual services. This includes EBs whose parents have declined bilingual or English as a Second Language (ESL) program services. They will stop participating in TELPAS when their language proficiency assessment committee (LPAC) determines that they are proficient in the English language and have met exit criteria. This applies to all EBs, even those who are not in a bilingual or ESL program. Once a student has met the

state's exit criteria, they will no longer be identified as an EL and will not have to participate in TELPAS.

Suppose a student is considered an emergent bilingual and receives special education services because of a qualifying disability. The student's ARD committee will make instructional and assessment decisions with the LPAC in that case.

LOST AND FOUND

A "lost and found" is located on campus. If your child has lost an item, please encourage him or her to check lost and found. 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 various points in the school year after prior notice has been given.

MAKEUP WORK

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work 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. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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 work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state laws regarding attendance for credit or final grade. [See **Attendance for Credit.**]

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 timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

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

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

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

MOTOR VEHICLES ON CAMPUS

The Board of Trustees of a school district may adopt rules for the safety and welfare of students, employees, and property and other rules it considers necessary to carry out the governance of the district, including rules providing for the operation and parking of vehicles on school property. A student must present a valid driver's license and proof of insurance to be eligible for a parking permit. The Board may adopt and charge a reasonable fee for parking and for providing traffic control (Texas Education Code 37.102).

Failing to follow GCISD parking lot procedures may result in the vehicle being towed at the student's expense, having a boot put on the car, and/or loss of parking privileges.

1. Students need a pass from the office to get items from their cars during the school day. Additionally, both GCISD high schools have a closed campus and no one is allowed to leave during the school day unless:
 - They have a signed pass from an assistant principal.
 - They are leaving campus for an early dismissal.
 - They are leaving campus for senior release or a co-op class.
2. All students must have a parking permit from their enrolled high school campus to park on GCISD property. Students attending a class at the other high school campus need to communicate with the parking lot monitor and park in designated areas.
3. Students are not allowed to park at nearby elementary or middle school campuses.
4. Student parking is \$100.00 per school year. A motorcycle permit is \$50.00 per year. This fee is paid at registration. Students must **permanently adhere** their parking permit to the windshield above the inspection sticker.
5. Students are not allowed to park anywhere except for the designated student parking lot. If you need assistance with parking, first communicate with your campus parking lot monitor who can help you park in the appropriate space.
6. Students are not allowed to park in a **student painted parking space** that is not their own.
7. If there is a fire alarm, students are not allowed to leave their designated area unless directed by school personnel. Students may not go to their vehicles.
8. Students will receive a parking referral for:
 - Failure to display the permanently affixed parking permit.
 - Parking in the faculty lot or on another campus without permission.
 - Jumping (driving over) a curb.

- Double parking or parking in another person's painted slot.
- Parking in a handicapped space or walkway.
- Parking in a crossway or ramp.
- Running from the parking lot monitor.
- Parking outside the designated student parking area.
- Parking on a water sprinkler.
- Driving in an unsafe manner including excessive speed or texting while driving.
- Parking in a Fire Lane

9. If you lose your sticker, you will need to purchase a replacement. The cost of replacement stickers will be prorated based on the number of days left in the school year.

10. If your vehicle is sold or totaled, please remove your sticker from the windshield and bring it to the front office (in pieces if necessary) to exchange it for a new one.

NON-DISCRIMINATION STATEMENT

In its efforts to promote non-discrimination and as required by law, Grapevine-Colleyville Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended which incorporates and expands on the requirements of Section 504 of the Rehabilitation Act of 1973, as amended. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employees as the Title IX Coordinators to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

For student regarding athletics:

Todd Raymond
Executive Director of Athletics
3051 Ira E. Woods Avenue, Grapevine, TX 76051
todd.raymond@gcisd.net
(817) 251-5324

For sexual harassment of a student by another student:

Dr. Tiffany Cunningham
Director of Student Services
3051 Ira E. Woods Avenue, Grapevine, TX 76051
tiffany.cunningham@gcisd.net
(817)251-5640

For sexual harassment of a student by an employee:

Kelly Mires
Chief of Human Resources Officer
3051 Ira E. Woods Avenue, Grapevine, TX 76051
kelly.mirest@gcisd.net
(817) 251-5541

For all other concerns, the Superintendent shall serve as coordinator. See policies FB, the FFH series, and GKD for more information.]

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

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

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

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

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

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures. These screenings are done within the first 120 days of school.

[See policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

State law requires that one-minute of silence follow the 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. [See policy EC for more information.]

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. 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 the subject matter of the course or grade level. In making promotion decisions, the district will consider the following: the recommendation of the student's teacher, grades, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In kindergarten–grade 2, promotion to the next grade level shall be based on demonstrating mastery of a majority of the course-level, grade-level standards (essential knowledge and skills) for each subject as indicated on the standards-based report card for each grade level. In grades 3–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification**.].

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

For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans**.

Repeating Prekindergarten - Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

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 nine weeks for secondary school students and every nine weeks for elementary school students.

Progress reports shall be issued at the end of the ninth week of each grading period for all elementary and secondary school students. At the end of the first three weeks of a grading period,

parents will be given a written progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. Supplemental progress reports may be issued at the teacher's discretion. [See policy EIA(LOCAL) and **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines**.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

The district will use an electronic program to communicate academic information about your child including report cards and progress reporting. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Conferences

A teacher will schedule one or more conferences with the parent of a student who is not maintaining passing grades, not achieving the expected level of performance, or presents some other problem to the teacher or in any other case the teacher considers necessary. Conferences may be requested by a teacher or parent as needed. Any written notices of unsatisfactory progress shall be signed by the parent, returned to the teacher, and kept on file by the teacher.

RESIDENCY INFORMATION

Texas Education Code § 25.001 authorizes Texas school districts to obtain evidence that a person is eligible to attend the public schools of the district at the time of enrollment. To be eligible for continued enrollment in the Grapevine-Colleyville Independent School District, the parent or guardian must show proof of district residency at the time of enrollment. To comply with residency requirements, the parent or guardian of a student must provide 2 proofs of residency: an executed lease, deed, or tax statement and a current utility bill. For students living with other families, the student's parents and the person with whom the student is living must come to the campus in order to complete either an *Affidavit of Residency* and/or a *Special Power of Attorney*. The person with whom they live must show proof of residency.

Residents Becoming Nonresidents

A resident student in prekindergarten to grade 9 who has good attendance and no discipline issues, and who becomes a nonresident during the course of a semester, is permitted to continue in attendance for the remainder of the school year upon the approval from the campus principal. On

at least an annual basis, students shall be evaluated to determine their eligibility to remain a student in the District.

A resident student in grades 10-12 who has good attendance and no discipline issues, and who becomes a nonresident, is permitted to continue in attendance until graduation upon the approval from the campus principal. Requests shall not be accepted for students beyond the fourth year in high school. On at least an annual basis, students shall be evaluated to determine their eligibility to remain a student in the District.

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the *Student Code of Conduct*, as well as any additional rules for behavior and safety set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to and promptly report to a district employee any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- 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.

For the safety of your child, students will not be released from the school during emergency situations. Contact Allen Smith, Director of Emergency Management, for more information at 817-251-5610.

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere. It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm;
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Security Personnel

The District utilizes school resource officers (SROs) to ensure the security and protection of students, staff and property. In accordance with the law, the board has coordinated with the

campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series. The duties are as follows:

- Creating and maintaining safe, secure, and orderly learning environments for students, teachers, and staff.
- Establish a trusting channel of communication with the students, parents, and teachers.
- Serves as a positive role model to instill in students good moral standards, good judgment and discretion, respect for other students, and a sincere concern for the school community.
- Promote citizen awareness of the law to enable students to become better informed and effective citizens, while empowering students with the knowledge of law enforcement efforts and obligations regarding enforcement as well as consequences for violations of the law.
- Serves as a confidential source of counseling for students and parents concerning problems they face as well as providing information on community resources available to them.

Insurance for Career and Technical Education (CTE) Programs

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

Accident Insurance

Anytime during the school year, parents may purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. Student insurance options give parents choices regarding school time accident coverage, 24-hour accident coverage, or extended accidental dental coverage. For further information, contact Operational Services at 817-251-5561.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, 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 offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

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

Emergency Medical Treatment and Information

Parents must complete the GCISD Health and Emergency Information Form during the on-line registration process at the beginning of each school year. 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. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). In the event a parent cannot be reached, it is vitally important that local emergency contacts other than the parents be listed. Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information.

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 child's school when a phone number previously provided to the district has changed. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community through the district's channels, including website (www.gcisd.net) and social media (Facebook and Twitter). Weather-related closings or delays are communicated to the following news stations: ABC WFAA (Channel 8), CBS News Texas (Channel 11), Fox KDFW News (Channel 4) and NBC DFW (Channel 5).

See Parent Contact Information and Automated Emergency Communications.]

SCHEDULE CHANGES

Students are expected to make informed and wise decisions during the course selection process. Because student course requests determine master schedule construction and personnel allocation, all course change requests must be made during the schedule change windows. Students may submit ONE request online per window to be considered for a change. After that, student schedule changes that include extenuating circumstances will be considered on an individual basis with campus administrator approval and space availability.

- Examples of acceptable reasons for extenuating circumstances:
 - Selected for a higher-level activity such as band, choir, etc.
 - Previously earned credit for the course.
 - Course needed for graduation (for seniors only).
 - Desire to move up to Advanced (formerly Pre-AP), AP

Schedule Change Request Window #1 (Mid May, 3 day window)

- Students can request any change to their unofficial schedule during this May window. Requested changes will be made pending space and availability (as well as meeting any prerequisites). Students will be able to view the master schedule during this time and should submit one request with all of the changes they desire. Submitting multiple requests delays and complicates the schedule change process. The schedule view will turn off at the end of May.

Schedule Change Request Window #2 (End of July, 3 day window)*For schedule errors only

- The 2nd schedule change request window is scheduled for the end of July. This window is for errors only (ex. Hole in schedule, a student completed a course during summer school and the course is showing on their schedule, selected for a higher level activity (band, choir, athletics). Students may submit an online schedule change request form during these dates.

Course changes after the first day of the fall semester will be made according to the following guidelines. In accordance with Senate Bill 1517, GCISD will exercise its option to allow for four (4) University Interscholastic League (UIL) No Pass, No Play Exemptions per school year per high school student in UIL approved and district identified AP and PAP classes. Exemption and level up/down practices will be allowed according to the following guidelines:

- Students will be allowed to level up to Advanced (formerly Pre-AP) or AP courses within the first 10 days of the fall semester. The student's current grade will move with the student to the new class.
- Students will be allowed to level down from Advanced (formerly Pre-AP) or AP courses at the end of the 9-week point and at the end of the first semester (pending space and availability). The student's current grade will have 10 points added and will move with the student to the new class at the end of the 9-week point, but not at the end of the first semester. The increase in grade cannot be used to alter a student's previously determined UIL eligibility status.
- Students who qualify for a release or aide period will be allowed to drop a course no later than the 4-week mark for a release or aide.
- For purposes of eligibility, students in advanced courses (Advanced (formerly Pre-AP), AP) will be granted one waiver per eligibility grading period if they maintain a grade of 60 or higher in core courses (ELA, Math, Science, Social Studies, Foreign Languages). GCISD will recognize four eligibility grading periods throughout the school year in which waivers can be submitted. The eligibility grading periods are: the UIL mandated 6 week grade check and the 1st, 2nd, and 3rd 9-week grading periods.

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. Check with the campus to determine areas that are accessible to students before and after school are located.

Students must leave campus immediately after dismissal from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students must follow the same rules of conduct that apply during the instructional day and will be subject to

consequences established by the *Student Code of Conduct* or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

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

Library - (ALL GRADE LEVELS)

The library is open for independent student use with a teacher permit. These times vary by campus. Please contact the campus librarian for more details.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission’s standards for school library collection development.

Parents are the primary decision makers regarding their student’s access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with their campus library media specialist and their child’s teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the campus library media specialist a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library. Additionally, there is a parent consent section in the secondary learning commons that requires parent permission through Skyward for students to check out books from this section.

The district will provide to parents a record of each time the parent’s child checks out a library material that includes the title, author, genre, and return date of the library material through a daily email report.

A parent may access the school’s library or any available online catalog by accessing the Destiny online catalog through each campus’s web page.

The district welcomes student and parent feedback on library materials and services. Parents may contact their campus library media specialist with questions or comments about their child’s campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district’s website.

Food and Nutrition Services

The district participates in the School Breakfast and School Lunch Program at PK-8 campuses and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Meal prices are:

	<u>LUNCH PRICES</u>			<u>BREAKFAST PRICES</u>
	<u>Elementary</u>	<u>Middle</u>	<u>High</u>	<u>Elem/Middle</u>
Students	\$3.10	\$3.30	\$4.00	\$1.85

Reduced Price	\$0.40	\$0.40	\$0.40	\$0.30
Adults/Guests	\$4.75	\$4.75	\$4.75	\$3.25

** High School Breakfast: \$1.85; Reduced price and Adults/Guests are the same as ES/MS for Breakfast

Free and Reduced Meal Eligibility

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 meal benefits, completely fill out **ONE** application per household listing **ALL** of the school-age children that you want to receive meal benefits. Applications are available online at <http://www.school lunchapp.com> at the beginning of the school year. **A new application MUST be completed each school year in order to determine current school year meal eligibility. Previous year's application does not apply to current school year eligibility.** Paper applications are available at <http://www.gcisd.net>. Applications are available in both English and Spanish. Applications may take up to 10 operating days to process; therefore, all meals prior to approval must be paid at full price. If you have questions or need help in completing an application, please contact the Nutrition Services Department by phone at 817-25-5617.

Please Note: Nutrition Services allows children from households with approved applications on file from the preceding school year to be served reimbursable free and reduced-priced meals for the first 30 operating days starting on the first day of school. A new application must be submitted each year.

The Nutrikids Accounting System

Nutrition Services maintains accountability standards with a computerized system by Nutrikids. Student's accounts are safeguarded by individualized student ID numbers and with his or her school picture, where available. Students may prepay for meals for any number of days in advance before school or during meals. Once your child is enrolled in school and has received his or her district student ID number, you may prepay for meals at the school cafeteria with a check or cash or online with a credit card, **there is a processing fee for online credit card prepayments.** Visit the Nutrition Services website for instructions for online prepayments at <http://www.gcisd.net>.

PK-12 students may use their student ID number, meal account number that is assigned through the cafeteria or a picture ID which allows them to access their meal account. Purchases of breakfast, lunch, or a la carte items are deducted from the account when the student uses their account. The computer keeps a comprehensive record of prepayments, daily purchases and charges. Parents may request a transaction report by contacting the cafeteria manager, downloading the myschoolbucks app at the Apple or Android store or visiting www.myschoolbucks.com. Each student has their own meal account code. Meal account codes are confidential and should not be shared. Students must use their meal account code on the plate lunch lines. Discrepancies in student accounts should be reported to the Nutrition Services Department

immediately. Refunds or account adjustments will only be considered within the last 30 operating days from the date the discrepancy is reported.

Procedure for Students with Unpaid Meal Charges

Parents/Guardians shall monitor their student's school meal account to ensure that they always have a positive balance. In the event that a student does not have a positive balance, the student may charge up to 5 meals to their account. **Only reimbursable meals may be charged. A la carte items may not be charged.** Communication about a negative meal balance will be sent to parents/guardians via email or text. Students who have exceeded the 5 charged meal limit, will be offered an alternative meal that will be charged to the student's account.

Parents/Guardians are encouraged to sign up to monitor and manage their student's meal account through myschoolbucks.com website. Benefits include:

- Low-balance email alerts
- Monitor account balances
- View meal transactions
- Set up automatic payments
- Pay online with a convenience fee of only - \$3.25 per payment
- Myschoolbucks has a free mobile app that is available for both iPhone and android users in the app store or play store

Additionally, cash or check payments are accepted at the school cafeteria.

In the event that your student has a negative balance, your student will receive a note from the Cafeteria Manager, sent through your student's teacher. Additionally, Nutrition Services will email a negative balance notice to the email address on record through Skyward once a week until there is a positive balance in the account. Also, parents can receive email alerts based on the low balance threshold the parents select through www.myschoolbucks.com. The following information is published as required by the USDA for participation in the National School Lunch Program:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must

contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
Fax: (833) 256-1665 or (202) 690-7442; or
Email: Program.Intake@usda.gov
This institution is an equal opportunity provider.

The responsible state agency that administers the program is the [Texas Department of Agriculture](#) which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

GCISD is the local agency that administers the program. See Nondiscrimination Statement for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

See policy CO for more information.

Procedure for Accepting Checks

The district will accept personal checks for payment when presented under the following conditions:

1. All checks are commercially printed and numbered
2. Checks should be written using blue or black ink
3. Checks include:
 - a. Name, address, and telephone number
 - b. Current date
 - c. Student name and ID number

The district will not accept:

1. Checks without a pre-printed name and address (no counter checks/starter checks/temporary checks)
2. Checks with an expiration date (credit card account checks)
3. Pre or post-dated checks

A person writing a check to the district agrees that, if the check is returned for any reason, that it may be presented again electronically on the same account. The fee established by law, in addition to the face value, may be debited from the same account. These fees, as permitted by state law, may be debited as a paper draft or an electronic funds transfer, at the district's discretion.

As authorized by Texas Business and Commerce Code Annotated § 3.506, the service fee for returned checks is \$30. Each dishonored item is subject to the applicable state returned check fees

plus sales tax. (Note that the fee structure will be adjusted accordingly for any amendments to Texas state law.)

The use of a check for payment to the district is ACKNOWLEDGEMENT and ACCEPTANCE of this policy and its terms.

Returned Checks with Insufficient Funds (NSF)

In the event that a check written to Nutrition Services is returned unpaid by your bank, GCISD or its agent will redeposit your check electronically. Until the returned check is satisfied, Nutrition Services will not accept future checks from the household.

Cafeteria Conduct

The cafeteria is an extension of our schools and the *Student Code of Conduct* governs student behavior while in the cafeteria during meal periods. Cafeteria managers have the authority to maintain discipline while students are waiting in line for meals. Any student violating the *Student Code of Conduct* will be referred to a school administrator.

Celebrations (All Grade Levels)

Grapevine-Colleyville ISD grades PK-8 participates in the National School Breakfast and Lunch program and follows all federal, state and local regulations. For more information on the regulation visit the [Nutrition Services website](#).

Although a parent or grandparent may provide food to share for a school-designated function, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies for more information.]

Meetings of Non-Curriculum-Related Groups

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the counseling office. Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**.

For purposes of the Equal Access Act, the district has established a limited open forum for secondary school students enrolled in the district. Each district secondary school campus shall offer an opportunity for non-curriculum-related student groups to meet on school premises during non-instructional time.

The district has not established a limited public forum for elementary school students to meet as non-curriculum-related student groups on school premises during non-instructional time. [See GKD for community access.]

Non-curriculum-related student groups shall not be sponsored by the district and shall in no way imply to students or to the public that they are school-sponsored. All letterheads, flyers, posters, or other communications that identify the group shall contain a disclaimer of such sponsorship. School employees are present in a non-participatory capacity. District personnel shall not promote, lead, or participate in the meetings of non-curriculum-related student groups.

To receive permission to meet on school premises during non-instructional time, interested students shall file a written request with the principal or designee on a form provided by the district. The principal or designee shall approve or reject the request within seven school days, subject to the availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings. Approval to meet as a non-sponsored, non-curriculum-related group shall be granted for one year at a time, subject to the provisions of this policy.

The principal or designee shall designate non-instructional time for meetings of non-sponsored, non-curriculum-related student groups and shall assign each approved group an appropriate location and time. [See policy FNAB.] Other proposed non-curriculum-related student meetings that do not qualify under the district's provision of a limited open forum described in FNAB(LEGAL) necessitate a request for rental of district facilities. [See policy GKD.]

SCHOOL-SPONSORED FIELD TRIPS (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

SEARCHES AND INVESTIGATIONS

Searches in General (All Grade Levels)

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

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

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, 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 personal belongings or in vehicles parked on district property.

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

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district 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.

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

See policy FNF(LEGAL) and Electronic Devices and Technology Resources for more information.

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. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Vehicles on Campus (Secondary Grade Levels Only)

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

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parents will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Drug-Testing (High School Only)

Students participating in extracurricular activities will be required to submit to random drug testing. School-sponsored extracurricular activities for which testing is required include, but are not limited to: Band, Baseball, Basketball, Cheerleading, Choir, Cross Country, Drill Team,

Dance, Football, Golf,, Journalism, Soccer, Softball, Speech/Debate, Swimming and Diving, Tennis, Theatre, Track and Field, UIL Academic Contests, Volleyball, and Wrestling. If, upon being tested, a student is found to be using an illicit substance, parents will be notified and the student will be suspended from competitions until the student has completed two of the three required counseling sessions and has scheduled the final session. After a second offense, the student shall be suspended from any extracurricular activity for 60 calendar days following the date the student and parent are notified. After a third offense, the student shall be suspended from all extracurricular participation for the remainder of the student's enrollment in the District. The student may appeal for reinstatement after one calendar year. After any positive test, the student shall be retested at every scheduled testing date for one calendar year. The random drug testing program in no way replaces or supersedes the *Student Code of Conduct* or Texas State Law. [See policy FNF.]

Steroids

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

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

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia/dysgraphia, 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 their campus counselor or administrator.

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

STEM

STEM in GCISD provides a rigorous pathway that inspires students to problem solve, innovate, take risks, create, work collaboratively, design, communicate effectively, and take ownership of their learning by making authentic real-world connections through the integration of science, technology, engineering, and mathematics across content areas in preparation for future college and career opportunities that will empower them to envision solutions for global issues.

STEM will be available to all GCISD students in grades kindergarten – 8th grade through the annual transfer process. Middle school STEM cohorted courses are offered at Grapevine Middle School in Math and Science only. Criteria for cohorted courses is 5th grade STAAR Math and Science scores at meets or masters, passing grades in core 5th grade content, and the ability to keep up in a fast paced curriculum. Please see the STEM in GCISD website for more information about this program.

iUniversity Prep

The state virtual school network includes the TXVSN statewide catalog of supplemental online courses for grades 9 through 12 and the full-time virtual TXVSN Online Schools (OLS) program for grades 3 through 12. The TXVSN provides students throughout the state with access to online courses that address all of the Texas Essential Knowledge and Skills (TEKS) and meet national standards for quality online courses. The network was established by Senate Bill 1788 passed by the 80th Texas Legislature, Regular Session, in May 2007. The TEC, Chapter 30A, which established the TXVSN, does not affect the provision of distance learning courses offered under other law. Grapevine-Colleyville ISD offers a full-time virtual TXVSN OLS program which is approved by the TEA and is open to any student in Texas.

iUniversity Prep is a tuition-free, online public school that provides students in grades 5-12 with rigorous academics under the guidance of engaging instructors all within a collaborative school community. iUniversity Prep, a Grapevine-Colleyville ISD Virtual Academy, offers an inspiring learning environment that encourages and supports students to be college and career ready by supporting learning through technology, fostering citizenship, and teaching the importance of mutual respect. Contact Desiree Weiche, Principal of iUniversity, at 817-305-4895 for more information.

ASPIRE Academy

ASPIRE Academy is designed to meet the academic and affective needs of highly gifted students within the GCISD population, as well as residents of Grapevine and Colleyville. Academically, these highly gifted students require significant curricular modifications in the classroom environment. Due to their asynchronous development, they may also require more focused, explicit support to ensure their social and emotional well-being. These students typically score in the 99th percentile in multiple domains on a nationally normed aptitude test and also demonstrate remarkable ability in qualitative and/or quantitative achievement domains. Additional qualitative and quantitative measures may be administered at the local campus level as necessary.

The ASPIRE Academy is housed at Glenhope Elementary School, Cross Timbers Middle School, and Grapevine High School. These campuses become the home campus for students who are accepted. Students who are zoned for Colleyville Heritage High School may attend CHHS and take the shuttle to Grapevine High School for ASPIRE Academy classes. In addition to differentiation of the core curriculum, the ASPIRE Academy curriculum will be aligned to the National Association of Gifted Children (NAGC) and/or College Board standards, when appropriate, and utilize advanced resources with the curricular goal of adding depth, complexity, and acceleration through enrichment and extension. More information about the ASPIRE Academy can be found on the [Advanced Academics webpage](#). Contact Michael Crow, Director of Advanced Academics, for more information.

<https://www.gcisd.net/page/advanced-academics>

Gifted Education

Gifted education in GCISD meets the unique needs of the intellectually gifted student through both the regular classroom and the gifted education program services. The gifted education program services emphasize advanced levels of problem-solving, decision-making, critical thinking, independent study, research, creative thinking, group dynamics, leadership, and positive self-concept development. The elementary gifted & talented service design includes GT LEAD: Gifted

and Talented Learning Experiences for Academic Discovery at each elementary campus and the ASPIRE Academy for highly gifted students. At the secondary level, gifted students are served through course selection of accelerated, advanced, and gifted classes. For more information, please see the **Academic Programs** section of this handbook. Please speak with the school counselor about referring your child for gifted services.

Foreign Exchange Program

Grapevine-Colleyville Independent School District annually hosts five foreign exchange students per high school campus. All participating foreign exchange organizations must acquire approval on an annual basis by submitting an application for acceptance. Acceptance and approval is based upon past performance, compliance with foreign exchange policy, and recommendations of past host families. No agency is allowed to solicit foreign exchange students or host families prior to achieving district approval. Applications and additional information may be obtained through Dr. Tiffany Cunningham, Director of Student Services, 3051 Ira E. Woods Ave., Grapevine, TX, 76051.

Student Advocate Services

Student Advocate Services are facilitated through a core team of trained personnel composed of a campus administrator, school counselor, school nurse, and teachers. The charge of the team is to identify, through a systematic process, specific behaviors of concern exhibited by students.

MTSS (Multi-Tiered Systems of Support)

The MTSS Committee is a campus-level committee comprised of key personnel on each elementary, middle school, and high school campus. Recommendations for student assistance are based on student achievement data, and teacher checklists. Committee members meet regularly to evaluate student progress and make intervention recommendations. Each student's progress is monitored and adjustments are made as necessary. All requests for special screening/testing begin with this committee.

AVID (Advancement Via Individual Determination)

AVID is a schoolwide college and career readiness system and a 6th through 12th grade elective course designed to help students succeed on a path to college and career success. This campus wide support system works hand-in-hand with content courses to prepare students for challenging, rigorous work.

Additionally, secondary AVID campuses offer an elective class where students engage in writing, inquiry, collaboration, and reading strategies to help them master rigorous academic content. High expectations are paired with strategies for success (such as note-taking, time management, organization and goal setting) and in-class student-driven tutorial sessions so that students excel in advanced courses and are prepared for the rigors of postsecondary opportunities. Students must apply and interview to be in the AVID elective class. AVID Site Teams at each campus review applications and interview students to determine those who meet the expectations and would benefit most from placement in the elective class.

The 6th and 7th grade AVID courses are designated as ELA Extension course options. AVID II (10th grade) second semester will count toward a student's required speech credit. AVID III

(11th grade) second semester will count toward a student's required health credit. For more information, please contact the AVID District Director, Brandi Carey at 817-251-5646.

Special Education

Students with special needs (ages three through 21) or students with visual and/or hearing impairment (beginning at birth) who reside in the Grapevine-Colleyville Independent School District will be provided a free, appropriate, public education. Students receiving special education services will have an Individualized Education Program (IEP) specifically designed to meet their individual needs. If a child is experiencing learning difficulties, the parent may contact the principal or designee 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. At any time, a parent is entitled to request an evaluation for special education services. Within 15 school days, 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 of the date the district receives the written consent. If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights in the event the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*. Contact campus administration regarding options for a child experiencing learning difficulties or a referral for evaluation for special education.

Child Find

The Grapevine-Colleyville Independent School District (GCISD) is responsible for identifying, locating and evaluating the educational needs of students from birth to 21 who may be eligible for Section 504, special education and related services. Grapevine-Colleyville Independent School District provides child find information to the community through newspaper advertisements, doctor's offices and health clinics, and brochures. Private schools within the school district boundaries are also notified. Students from birth to age 3 are referred to the Early Childhood Intervention Program of Tarrant County for screening and services. Students from ages 3-4 are referred to monthly early childhood screenings after completion of the initial intake information. Students from birth to 3 years of age who are visually or hearing impaired receive services through Grapevine-Colleyville Independent School district special services. Students ages 5-21 are referred to the student's home campus administrator, diagnostician or speech pathologist. Each school campus has a Multi-Tiered Systems of Support (MTSS) or campus core team that reviews student information for assessment for Section 504, special education and related services.

Dual Language Education/ESL Services

Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English.

The academic, linguistic, and cultural background of Emergent Bilingual (EB) students is used in a bilingual education program as the platform for acquiring grade level content material in the primary language and English.

English as a Second Language (ESL) Program model: Emergent Bilingual students in grades Pre-kindergarten through twelve receive linguistically and culturally responsive teaching in order to attain full proficiency in English and to participate equitably in school.

Dual Language Immersion One Way and Two Way Program Model

At select schools and grade levels, GCISD offers both a One-Way and Two-Way Dual Language Immersion Program. Dual Language Immersion One-Way is an instructional program offered for students of limited English proficiency in Pre-kindergarten through grade five whose home language is Spanish. Students are evaluated with a language assessment to determine program eligibility. Students participating in the Dual Language Program may be required to transfer from the home campus to a campus where the program is offered.

Dual Language Immersion One Way

A bilingual/biliteracy program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Dual Language Immersion Two Way

A bilingual/biliteracy program model in which students identified as emergent bilingual students are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Dual Language Immersion Two Way Program Phase Out

The Two-Way Dual Language Immersion Program is being phased out over the next three years. The English-proficient students participating in a Two-Way Dual Language program in the 2023-2024 school year in second grade will continue to have the option to enroll in the Two-Way dual language program until they transition to middle school in the 2026-2027 school year. Students are evaluated with a language assessment to determine program eligibility.

State-Based Pre-Kindergarten Program

GCISD offers a full day pre-K on the following campuses:

- Bransford ES
- Bear Creek ES
- Cannon ES
- Colleyville ES
- Dove ES
- Grapevine ES

- Heritage ES
- OC Taylor ES
- Silver Lake ES
- Timberline ES

The elementary schedule is 7:40 am - 3:00 pm. For registration information call 817-251-5538.

Students must be 4 years old by September 1. GCISD offers tuition based pre-K or students may qualify for state funded pre-K by meeting one of the criteria below:

- Unable to speak and comprehend the English Language; or
- Educationally disadvantaged (eligible to participate in the National School Lunch Program); or
- Homeless; or
- The child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who's ordered to active duty by proper authority; or
- The child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or
- have ever been in the conservatorship of Child Protective Services (foster care) following an adversary hearing.

Bridges Accelerated Learning Center

At Bridges Accelerated Learning Center, the belief is that there is potential within each student to succeed. Bridges provides opportunities and support for each student to reach educational, personal, and occupational goals. Bridges is an academic school with an alternative structure allowing students to complete the required coursework for graduation. Bridges serves At-Risk students as defined by the Texas Education Code (TEC) §29.081(d). Students must be enrolled in GCISD and are selected to come to Bridges through application and interview. Some examples of students who may be appropriate for Bridges includes:

- students who have lost credit due to non-attendance issues,
- Significant illness over extended time
- Pregnancy or teen parenting
- Students who require an alternate learning environment
- Students who have had a significant interruption of their education.

Admissions Criteria

Student must meet all of the following requirements:

- Must be currently enrolled in a GCISD school (Collegiate Academy, Colleyville Heritage High School, or Grapevine High School)
- Provide evidence of self-sufficiency and motivation
 - Applicants must independently complete a Canvas course to schedule an interview
 - Minimal adult supervision is needed to be successful
- Student is able to complete course work without significant modification

- Student is determined to improve attendance and discipline
- Currently in the ninth through twelfth grades

AND

Student must meet at least one of the following requirements:

- A year or more deficient in credits
- Pregnant or parenting
- Social/economic factors

For information, call Dr. Jessica Jones, Bridges Principal, at 817-251-5474.

VISTA

VISTA is a disciplinary alternative educational program as defined by Texas Education Code. VISTA is a short-term discipline alternative campus for students needing behavior improvement in order to be successful. VISTA's mission is to provide a safe, respectful environment in which students can pursue their educational and personal goals. Students who are in violation of the GCISD *Code of Conduct* and/or the Texas Education Code are placed at VISTA in either the elementary, middle, or high school program. During placement, students are provided instruction in the core courses and some electives, and are offered services such as counseling and drug education. A student placed in a DAEP will not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP. For information, call Dr. Jeff Mishoe, VISTA Administrator, at 817-251-5466.

Extended Day Programs – Before and After School Care - Elementary

GCISD's Extended Day program offers before and after-school care. Students must be enrolled in advance of attending. In Extended Day, children have the convenience of care right in their elementary schools.

Extended Care is available before school beginning at 6:30 AM. Care after school is offered until 6:00 PM. Extended Care is also offered to registered families on most days that school is not in session for an additional fee.

For further information, please contact the Extended Day office at (817) 251-5545, or email questions to EDP@gcisd.net.

STANDARDIZED TESTING (Assessments for College, Career and Military Readiness)

PSAT 8 and PSAT/NMSQT

To assist students, parents, and the district with college readiness planning and advanced placement course selection, all 8th grade students are given the PSAT 8 and all 9th-11th grade students are given the PSAT/NMSQT during a school day in the fall semester.

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examinations to take; these examinations are usually taken for the first time during the junior year. In order to meet state and federal requirements, students

who passed the Biology I STAAR EOC prior to high school will need to take the ACT and those who passed the Algebra I STAAR EOC prior to high school will need to take either the ACT or SAT.

GCISD hosts an SAT School Day for juniors in the spring semester at no cost to the student **as long as state reimbursement continues**. Students who miss this SAT day can take the SAT at school on the Fall PSAT day when they are seniors. Students are eligible for one free SAT School Day or ACT starting in the spring of their junior year. SAT School Day test dates will be provided by each campus. Students who need to take the ACT (to meet state and federal assessment requirements) instead of the SAT School Day can make arrangements through their counselor.

Note that 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 first-year students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

Assessments for State and Federal Requirements

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), §1111(b)(2)(B)(v), requires all students to be tested in mathematics and language arts annually in grades 3–8 and at least once in high school. This section also requires all students to be tested in science at least once each in elementary school, middle school, and high school. In Texas, the federal requirements are met through the state assessment known as the State of Texas Assessments of Academic Readiness (STAAR) for Grades 3 through 8, as well as, STAAR End of Course (EOC) for selected high school courses.

Assessments for Students in Grades 3–8

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

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

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

A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

Assessments 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.

Assessments for a Student in Special Programs

Certain students—some with disabilities and some classified as emergent bilinguals—may be eligible for exemptions, accommodations, or deferred testing. STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 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). [See **Graduation**.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special services director.

Assessments for Graduating from High School (High School - End-of-Course (EOC) Assessments)

STAAR End-of-Course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on all five STAAR EOC exams is required for graduation unless otherwise waived or substituted as allowed by state law and rules. High school students who passed one or more STAAR EOC assessments prior to high school will need to take the SAT or ACT for the corresponding subject area(s) in order to fulfill federal assessment requirements.

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

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

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

See **Graduation and Standardized Testing**.

Failure to Perform Satisfactorily on STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer. The district will provide transportation for supplemental instruction offered during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Personal Graduation Plans - Middle School Students

Middle school students who do not perform satisfactorily on a state-mandated examination, will receive 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 identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee. [See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

A STUDENT IN THE CONSERVATORSHIP OF THE STATE (FOSTER CARE)

In an effort to provide educational stability, the district strives 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 Mandy Ozuna, the district's foster care liaison, at 817-251-5415 with any questions.

[See also Students in the **Conservatorship of the State** for more information.]

A STUDENT WHO IS 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. [See **Homeless Students** for additional information.]

STUDENT SPEAKERS

The district provides students the opportunity to speak at designated school events. If a student meets the eligibility criteria and wishes to introduce one of the school events, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and Graduation Speakers for information related to student speech at graduation ceremonies.]

STUDENT TRACKING SAFETY DEVICE USAGE

A parent shall obtain approval from the principal before operating a student-tracking safety device with recording or listen-in capability at school or at a school-sponsored event. Because of student privacy concerns, the district requires listen-in technology to be disabled while the device is on the campus. The district prohibits unauthorized audio or visual recordings or transmission of audio or images of other students.

MENTAL HEALTH SUPPORTS (ALL GRADE LEVELS)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. The district has implemented programs to address mental health, behavioral health, and substance abuse concerns.

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

If 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. Please contact the school counselor for further information.

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

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. [For further information, see policy FFEB.]

If you are concerned about your child, 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. 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. Please contact the school counselor for further information.

SUMMER SCHOOL

The summer school program is designed to provide enrichment, acceleration, remediation and reinforcement. There are fees for summer school classes unless students attend for the purpose of mastering STAAR or EOC exams.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. 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. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS

Transfer Requests

Beginning with the 2025-2026 school year, District students shall attend the school in the student's assigned residential attendance zone.

Transfer requests are also available for families living in the cities of Colleyville and Grapevine, but zoned for other school districts (non-residents), grandparents who reside in Grapevine and Colleyville, siblings of students already on an approved transfer (during designated window), and students of individuals who work for the cities of Grapevine and Colleyville. Transfer request applications are located on the student transfer website: <https://www.gcisd.net/page/transfer-information>

Families in the above categories must submit an application. Non-residents may choose from the following pathways: (A) Dove ES, Grapevine MS, and Grapevine HS; (B) Colleyville ES, Colleyville MS, and Grapevine HS. Resident grandparents' requests will be approved for the campus zoned to the grandparents' address.

These applications will be reviewed, and if the student meets eligibility requirements they will be added to the transfer request pool. The GCISD Transfer Committee considers the following when determining the student's eligibility:

1. The transfer student's attendance
2. The transfer student's discipline history

3. The transfer student's academic records

Transfers will only be considered and approved when there is grade-level and campus capacity, as defined in Board Policy. Capacity is reached when a campus grade level has enrolled 90 percent of its enrollment projection for the coming school year and when a campus has enrolled 90 percent of its enrollment projection for the coming school year.

When a student receives an in-district transfer and no longer attends their zoned school, transportation (general education or special education busing) is not provided for the student to access the new campus. Parents are responsible for their child's transportation to and from the new campus. The superintendent or designee is authorized to investigate and approve transfers between schools.

For more detailed information about transfers in GCISD, please visit the [Students Transfers](#) web page.

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. [See **School-sponsored Field Trips** for more information].

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's website.

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. Parents must ensure that the second address is included in the students profile in Skyward in order to verify transportation. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the GCISD transportation department at 817-251-5592.

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

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

- Follow the driver'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 their 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*. The privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Bus Conduct

Riding a school bus is a privilege. The bus is an extension of our schools and the *Student Code of Conduct* governs student behavior on the bus. Bus drivers have the authority to maintain discipline and require seating charts. Bus drivers are authorized to send students to the principal's office in order to maintain discipline. Only designated students are allowed to ride the bus. Students may not ride the bus to a different location nor have friends ride the bus to participate in after-school activities. Parents may not write notes to make bus changes.

Step 1 – Principal Conference/Parent Contact

The administrator will enforce the bus safety rules and will notify the parent/guardian of the violation, answer questions and enlist assistance. (School detention or In-School Suspension (ISS) can be applied at the discretion of the campus administrator.)

Step 2 – Five-Day Bus Suspension

The administrator will notify the parent/guardian of the 5-day bus suspension. The administrator will immediately notify transportation via fax or e-mail the following information: start and end date of suspension and date student will return to riding the bus.

Step 3 – Ten-Day Bus Suspension/Parent Conference

The administrator will notify the parent/guardian of the 10-day bus suspension. A parent conference is required to determine a behavior plan for the student to return to riding the bus. This conference usually takes place during the 10-day suspension at the home campus and will include the parent/guardian, campus administrator, transportation representative, driver, and student.

Step 4 – Suspension for the Year

The student is removed from the bus for the remainder of the school year. Parents and students must abide by the rules of suspension. Should parents ignore dates of suspension in any way, transportation privileges will be lost for the remainder of the school year.

The following are considered **severe**, and accelerated consequences are recommended:

- Possessing weapons or drugs
- Fighting

- Exiting the back emergency door unless directed by school personnel or in the event of an emergency
- Physical or verbal harassment directed toward another student or the driver
- Lighting matches, smoking or smoking paraphernalia, spraying of aerosol cans
- Disrupting bus service through insubordination; consequences include the removal of a student from the bus by campus or transportation personnel.
- Deliberately crossing a four-lane roadway by a student. Routes and stops are designed to eliminate the need to cross a four-lane roadway. A 5-day bus suspension is recommended.
- Deliberately using false or fictitious information by a student. A 5-day bus suspension is recommended.

If a special needs student is receiving bus transportation as a result of an Individualized Education Program (IEP), the Admission, Review, and Dismissal (ARD) committee will have the discretion in determining appropriate consequences.

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

As a safety measure, all campuses are equipped with video recording equipment to monitor student behavior. Additionally, the school district buses have both video and audio recording systems to complement these safety practices. The students will not be informed about the usage of the equipment.

The principal can routinely review the video recordings to document any student misconduct. Any disciplinary actions taken will be in accordance with the *Student Code of Conduct*.

For safety purposes, 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 principal may 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 special education classrooms. The district will provide notice to parents before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, who has been designated by the district to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

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

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:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property. Visits to individual classrooms during instructional time are permitted only with the 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. Deliveries to the classroom by visitors are not permitted. See also the section on Deliveries.

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

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

Private Providers

A private provider is an individual with whom a parent has contracted to provide a service to their child. Examples of private providers include, but are not limited to, the following: Speech-language Pathologists, ABA/BCBA Therapists, OT, PT, Counselors, Coaches, etc. GCISD does not allow a private provider to provide services to a student during school hours. Occasionally a private provider wishes to interact with school staff and/or observe the child during school hours in order to obtain information to better serve the child. Parents must submit a written request to the campus principal for consideration. When a student is eligible for special education and related services the campus principal will coordinate with a Special Services Administrator regarding the request.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resources 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 peacefully on request and either of the following applies:

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also *Student Code of Conduct*.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

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

Campus Procedures

Parent and volunteer involvement is a key component to student success in school. The district is committed to the safety of our students and has implemented procedures to safeguard students, staff and visitors.

- School doors shall remain locked during the school day. The instructional school day begins at the beginning of the first instructional period of the day and ends at the last instructional period of the day.
- Visitors will be allowed access once designated campus personnel determine who the visitor is and the purpose of the visit.
- All visitors must check in with the front office and present a valid driver's license or a government issued photo ID that will be scanned into the Raptor vSoft System.
- Visitors must wear a badge or visitor sticker at all times while in the building and must return the visitor sticker to the front office upon checking out.

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please visit our website for more information and the application at <http://www.gcisd.net>.

We sincerely appreciate the investment of your time as a volunteer. Whether it is just volunteering with your child's classroom, your school's field day, or in any capacity in connection with our partnership with Big Brothers Big Sisters, you must complete the Volunteer Background Authorization form found at www.gcisd.net. For the protection of students and staff, all volunteer applicants are asked to complete the online form authorizing the district to obtain a criminal history background check. **All volunteers are required to reapply each year.** The school district pays for the actual background check. Due to the large number of applicants, we will not notify you of

your volunteer status. To get your status, check with your school office for this information before you volunteer.

VOTER REGISTRATION (Secondary Grade Levels Only)

A student who is or will be eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office. Additionally, voter registration applications are offered to eligible students at least twice per school year by the high school principal or the principal's designee in accordance with Texas Election Code.

WITHDRAWING FROM SCHOOL

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

On the student's last day, the withdrawal documentation must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal documentation will be given to the student, and a copy will be placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

GLOSSARY

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing 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](#).

DSHS stands for the [Texas Department of State Health Services](#).

ED stands for the [U.S. Department of Education](#).

Emergent bilingual student (EB) refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end of course) 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 examinations will be given in English I, English II, Algebra I, Biology, and United States 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 (individualized education program) is the written record 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 levels of academic achievement and functional performance; a statement of measurable annual goals, including short-term objectives (when required); 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 and/or district-wide assessments; and 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 or higher 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.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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 the STAAR is the most appropriate measure of their academic progress.

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. 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.

TAC stands for the Texas Administrative Code.

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

TELPAS stands for the Texas English Proficiency Assessment System, which assesses the progress that emergent bilingual students 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.

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

APPENDIX I:

Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/1102?filter=FFI>. Below is the text of Grapevine-Colleyville's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

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

Further, bullying of a student includes creating, publishing, disseminating, or otherwise promoting non-consensual intimate imagery created with artificial intelligence (AI) tools (or other photo-altering tools or technology) depicting any student engaging in any act that is pervasively vulgar or obscene, depicting any nudity, or otherwise portraying the student in a compromising or inappropriate situation.

In accordance with Penal Code 43.21, "obscene" means materials or a performance that:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes:
 - a. Patently offensive representations or description of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
 - b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state, or a device designed and marketed as useful primarily for stimulation of the human genital organs; and
3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

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Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitor-

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	ing of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.



2025-2026

Instructional Calendar

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July 1-4: District Closed
July 11, 18, 25: District Closed

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct. 9: End of Grading Period
Oct. 10: Instructional Planning/No School
Oct. 13: District Closed

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan. 5-6: Prof. Dev./No School
Jan. 19: MLK Day/District Closed

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Apr. 3: District Closed

AUGUST

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug. 4-12: Prof. Dev./No School
Aug. 13: First Day of School

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov. 3: Prof. Dev./No School
Nov. 24-28: Thanksgiving/District Closed

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb. 16: Prof. Dev./No School

MAY

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 21: Early Release/Last Day of School
May 22: Teacher Work Day/No School
May 23: Memorial Day/District Closed

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept. 1: Labor Day/District Closed
Sept. 22: Prof. Dev./No School

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec. 18: Early Release/End of Semester
Dec. 19-31: Winter Break/District Closed

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar. 12: End of Grading Period
Mar. 13: Instructional Planning/No School
Mar. 16-20: Spring Break/District Closed

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 5, 12, 19, 26: District Closed
June 29-30: District Closed

KEY

- Holiday/District Closed
- Prof. Dev./No School
- Teacher Work Day/No School
- End of Grading Period/Semester
- Instructional Planning/No School

SCHOOL HOURS

Elementary: 7:35 a.m.-3:05 p.m.
Middle: 8:05 a.m.-3:35 p.m.
High: 8:35 a.m.-4:05 p.m.