

# Agenda of Special Meeting

## The Board of Trustees Splendora ISD

---

A Special meeting of the Board of Trustees of Splendora ISD will be held July 31, 2023, beginning at 5:00 PM in the Administration Building Boardroom, 23419 FM 2090, Splendora, Texas 77372.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. ROLL CALL
2. WORKSHOP
  - A. Communications
3. INFORMATION ITEM(S)
  - A. Social Media Policy Discussion 3
  - B. Residency Policy Discussion 11
  - C. Academic Achievement: Acceleration Discussion 12
4. ACTION ITEMS
  - A. Discussion and Possible Action to Approve DH (Regulation) (Social Media) 13
  - B. Discussion and Possible Action to Consider Approval of JJAEP MOU 17
  - C. Discussion and Possible Action to Approve 2023-2024 Student Handbook & Code of Conduct 32
  - D. Discussion and Possible Action to Approve Budget Amendment #1 211
  - E. Discussion and Possible Action to Approve the EIC (Local Policy) 213
  - F. Discussion and Possible Action to Approve Superintendent Contract Amendment 2023 220
5. ADJOURN

---

*If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.*

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on \_\_\_\_\_, at  
\_\_\_\_\_

\_\_\_\_\_  
For the Board of Trustees

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of Standards of Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

**Weapons Prohibited**

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. [See CKE]
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

**Safety Requirements** Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

**Harassment or Abuse** An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

**Relationships with Students** An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

**Tobacco and E-Cigarettes** An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]

**Alcohol and Drugs / Notice of Drug-Free Workplace** As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments, Convictions, and Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

- Dishonesty; fraud; deceit; theft; misrepresentation;
- Deliberate violence;
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
- Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
- Felony driving while intoxicated (DWI); or
- Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming** An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

## PROPOSED REVISIONS

### Social Media Use Guidelines

The following guidelines apply to all District social media pages, including those administered through local campuses' PTO organizations and clubs that represents the campus or District name in any way.

The District's Facebook, Twitter, YouTube, and Instagram accounts are provided for the District and community by the campus or District leadership team. These pages are, and should be, updated frequently in order to exchange information with our community and celebrate the achievements of students/staff and communicate timely information. The District is required, by law, to ensure any student interviewed or photographed has a current media authorization. This is for their safety.

Annually, parents and eligible students are notified of their rights under the Family Educational Rights and Privacy Act (FERPA). This notification is given through the directory information notices that allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Once notification has been received, those students' images cannot be posted on any District or campus media sources or its affiliates (PTOs, clubs, and the like).

The District monitors the District's Facebook, Twitter, YouTube, and Instagram accounts for the District. In an effort to coordinate campus and District news and to adhere to FERPA guidelines, employees are encouraged to funnel all posts and information through campus or District social media accounts. Submit all campus news to your campus secretary and District news to the communications department. Emails and Remind 101 (if a designated user) is a safe and successful way to communicate to parents and students.

All social media accounts shall be open accounts or pages that anyone can view. To establish an official Facebook page for a school, department, or organization, the following parameters must be met: ~~500 plus students; at least one post per day;~~ dedicated person(s) to follow FERPA guidelines, respond to comments, archive hidden comments that don't follow the guidelines, and add communication department personnel as admins to the page. Personal Twitter and Instagram accounts are allowed, but the name and handle should be reported to the communications department within one week of creating the account or page and all posts must tag the campus and/or District accounts.

When employees post to their personal social media site used for school information, they should always tag @SplendorISD and/or

@Campus name or handle. This will allow the District or the campus to share or retweet the information.

Posting of comments on any District social media page or affiliates is at the discretion of the page administrators. These guidelines are in place to protect the privacy and rights of District students and staff. Naming specific employees or students in a negative way will not be allowed. The page administrators will review postings to make sure they do not run afoul of the rules or of the District's guidelines regarding the use of technology.

The District welcomes thoughts and comments and looks forward to what others have to say; however, the District will not leave posts up that:

- Break the law or encourage others to do so. This includes respecting copyright and fair use laws. If quoting someone else's work, reference the person, and, where possible, include a link.
- Discriminate on the basis of gender, age, race, nationality, sexual orientation, religion, disability, socioeconomic standing, or non-proficiency in English language skills.
- Easily identify students and/or staff in defamatory, abusive, or generally negative terms.
- Do not show proper consideration for others' privacy or are considered likely to offend or provoke others.
- Use spam or unsolicited advertisements—i.e., repeatedly posting the same comment or comments that are simply advertising/promoting a service or product.

Posts will be hidden should they contain:

- Profane, threatening, embarrassing, harassing, bullying, or racist material.
- Material that is likely to disrupt the learning environment.
- Lewd, vulgar, sexually suggestive, obscene, or pornographic content.
- Content that violates or promotes the violation of school rules.
- Political lobbying.

The page administrators reserve the right to hide (or decline to post) any comments at any time, for any reason. The District can also prohibit clubs or organizations access to students who do not follow these guidelines. If users have a comment or would like to

report an inappropriate comment for the District to review, email [communications@splendoraisd.org](mailto:communications@splendoraisd.org).<sup>1</sup>

---

<sup>1</sup> District communications department email: [communications@splendoraisd.org](mailto:communications@splendoraisd.org)



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date:**

**Submitted Date:**

**Agenda Business Items:**

- Consent Agenda Item**  
(Board has acted on items such as this previously)
- New Action**  
(Board has not seen information previously and allows for more time to discuss)

**Information Only Items:**

- Presentation**
- Recognition**
- Information**

---

Name of Person Responsible:

Shane Conklin

Department or Campus:

Student Services

Topic:

Residency Defined

Student Services respectfully request that we hold off on implementing the proposed policy change at this time. It is essential that we take the time to thoroughly investigate all available options and carefully analyze the potential implications it may have on our district's enrollment.

Background Information:

There has been a request from the Board to review our residency policies.

Student Services respectfully request that we hold off on implementing the proposed policy change at this time. It is essential that we take the time to thoroughly investigate all available options and carefully analyze the potential implications it may have on our district's enrollment.

Attachments:

Superintendent's Resolutions:Recommended



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: 7/31/23**

**Submitted Date: 7/27/23**

**Agenda Business Items:**

- Consent Agenda Item  
(Board has acted on items such as this previously)
- New Action  
(Board has not seen information previously and allows for more time to discuss)

**Information Only Items:**

- Presentation
- Recognition
- Information

---

Name of Person Responsible: Kristy Dietrich

Department or Campus: Teaching & Learning

Topic: Academic Achievement: Acceleration

Background Information:

Teaching & Learning would like to present information on an audit process for acceleration as pursuant to [19 TAC §74.24, \(b\), \(1\)](#).

Attachments:

Superintendent's Resolutions: Reviewed



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date:** July 31, 2023

**Submitted Date:** July 27, 2023

**Agenda Business Items:**

- Agenda Item  
(Board has acted on items such as this previously)
- New Action  
(Board has not seen information previously and allows for more time to discuss)

**Information Only Items:**

- Presentation
- Recognition
- Information

---

**Name of Person Responsible:**

Deitra Johnson

**Department or Campus:**

Communications Department

**Topic:**

DH Regulation

**Background Information:**

**Attachments:**

DH Regulation

**Superintendent's Resolutions:**

Recommended for approval.

## PROPOSED REVISIONS

### **Social Media Use Guidelines**

The following guidelines apply to all District social media pages, including those administered through local campuses' PTO organizations and clubs that represents the campus or District name in any way.

The District's Facebook, Twitter, YouTube, and Instagram accounts are provided for the District and community by the campus or District leadership team. These pages are, and should be, updated frequently in order to exchange information with our community and celebrate the achievements of students/staff and communicate timely information. The District is required, by law, to ensure any student interviewed or photographed has a current media authorization. This is for their safety.

Annually, parents and eligible students are notified of their rights under the Family Educational Rights and Privacy Act (FERPA). This notification is given through the directory information notices that allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Once notification has been received, those students' images cannot be posted on any District or campus media sources or its affiliates (PTOs, clubs, and the like).

The District monitors the District's Facebook, Twitter, YouTube, and Instagram accounts for the District. In an effort to coordinate campus and District news and to adhere to FERPA guidelines, employees are encouraged to funnel all posts and information through campus or District social media accounts. Submit all campus news to your campus secretary and District news to the communications department. Emails and Remind 101 (if a designated user) is a safe and successful way to communicate to parents and students.

All social media accounts shall be open accounts or pages that anyone can view. To establish an official Facebook page for a school, department, or organization, the following parameters must be met: ~~500 plus students; at least one post per day;~~ dedicated person(s) to follow FERPA guidelines, respond to comments, archive hidden comments that don't follow the guidelines, and add communication department personnel as admins to the page. Personal Twitter and Instagram accounts are allowed, but the name and handle should be reported to the communications department within one week of creating the account or page and all posts must tag the campus and/or District accounts.

When employees post to their personal social media site used for school information, they should always tag @SplendorISD and/or

@Campus name or handle. This will allow the District or the campus to share or retweet the information.

Posting of comments on any District social media page or affiliates is at the discretion of the page administrators. These guidelines are in place to protect the privacy and rights of District students and staff. Naming specific employees or students in a negative way will not be allowed. The page administrators will review postings to make sure they do not run afoul of the rules or of the District's guidelines regarding the use of technology.

The District welcomes thoughts and comments and looks forward to what others have to say; however, the District will not leave posts up that:

- Break the law or encourage others to do so. This includes respecting copyright and fair use laws. If quoting someone else's work, reference the person, and, where possible, include a link.
- Discriminate on the basis of gender, age, race, nationality, sexual orientation, religion, disability, socioeconomic standing, or non-proficiency in English language skills.
- Easily identify students and/or staff in defamatory, abusive, or generally negative terms.
- Do not show proper consideration for others' privacy or are considered likely to offend or provoke others.
- Use spam or unsolicited advertisements—i.e., repeatedly posting the same comment or comments that are simply advertising/promoting a service or product.

Posts will be hidden should they contain:

- Profane, threatening, embarrassing, harassing, bullying, or racist material.
- Material that is likely to disrupt the learning environment.
- Lewd, vulgar, sexually suggestive, obscene, or pornographic content.
- Content that violates or promotes the violation of school rules.
- Political lobbying.

The page administrators reserve the right to hide (or decline to post) any comments at any time, for any reason. The District can also prohibit clubs or organizations access to students who do not follow these guidelines. If users have a comment or would like to

report an inappropriate comment for the District to review, email [communications@splendoraisd.org](mailto:communications@splendoraisd.org).<sup>1</sup>

---

<sup>1</sup> District communications department email: [communications@splendoraisd.org](mailto:communications@splendoraisd.org)



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: 07/31/23**

**Submitted Date: 07/26/23**

**Agenda Business Items:**

- Consent Agenda Item  
(Board has acted on items such as this previously)
- New Action**  
(Board has not seen information previously and allows for more time to discuss)

**Information Only Items:**

- Presentation
- Recognition
- Information

---

**Name of Person Responsible:**

Dianna Archer

**Department or Campus:**

Director of Student Services

**Topic:**

MOU JJAEP 2023-2024

**Background Information:**

This is the annual renewal of our MOU with Montgomery County Juvenile Justice Alternative Education Program (JJAEP) Renewal for the 2023-2024 school year.

**Attachments:** Renewal

**Superintendent's Resolutions:** Recommended

**2023-2024 MEMORANDUM OF UNDERSTANDING  
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM**

THE STATE OF TEXAS           §  
COUNTY OF MONTGOMERY    §

THIS Agreement is entered into by, between, and among the **MONTGOMERY COUNTY JUVENILE BOARD**, hereinafter referred to as “**BOARD**” and the **SPLENDORA INDEPENDENT SCHOOL DISTRICT**, hereinafter referred to as the “**DISTRICT**”.

**WHEREAS**, the **BOARD** and the **DISTRICT** are "local governments" and public education in the context contemplated herein is a "governmental function and service" as those terms are defined in the Interlocal Cooperation Act, hereinafter referred to as the "ACT" codified as Chapter 791 of the Government Code of Texas; and,

**WHEREAS**, the ACT authorizes any local government to contract or agree with another local government in accordance with the ACT to perform governmental functions and services that each party to the contract is authorized to perform individually; and,

**WHEREAS**, the purpose of this memorandum of understanding is to set forth the duties and responsibilities of the **BOARD** and the **DISTRICT** regarding the operation of the Montgomery County Juvenile Justice Alternative Education Program hereinafter referred to as the “**JJAEP**” and to comply with the requirements of Texas Education Code §37.011 (k), (l), and (m).

**WHEREAS**, the parties concur that the educational component of the **JJAEP** can be administered most efficiently by the Conroe Independent School District because the **JJAEP** is located within the geographic boundaries and educational jurisdiction of the Conroe Independent School District;

**NOW, THEREFORE**, pursuant to the Interlocal Cooperation Act and the Texas Education Code, it is mutually agreed by, between, and among the parties as follows:

**1.  
Student Eligibility**

1.1 Attendance at the **JJAEP** for the category of students described in paragraph A of this section is mandatory. For paragraphs B, C and D of this section, the **DISTRICT** may elect whether or not to enroll these students in the **JJAEP**. If the **DISTRICT** elects not to offer the **JJAEP** as a post-expulsion placement option for these students, the **JJAEP** is not responsible for the education of these students.

A. Students shall be placed in the **JJAEP** in those cases where they have been officially charged by the submission of an offense report, arrested and referred to the Montgomery County Juvenile Probation Department for committing one of the offenses enumerated under Texas Education Code §37.007 (a), (d) or (e). These offenses shall be referred to as “Category A” offenses. See appendix "B" or "C" for list of offenses. Said placement shall apply to students who have not had a finding entered by the Court regarding delinquency for committing a Category A offense.

B. If a student is expelled from the **DISTRICT** for committing a Category A offense but: (1) is not arrested or referred to the Montgomery County Juvenile Probation Department for an offense listed in Texas Education Code §37.007 (a), (d) or (e); (2) a determination is made under Texas Family Code §53.01 that the person referred to juvenile court was not a "child" as that term is defined by Texas Family Code §51.02(2); (3) a determination is made that no deferred prosecution or formal court proceedings will be initiated against the child; (4) the court or jury finds that the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case has been dismissed with prejudice; or (5) the child was adjudicated but no disposition was or will be ordered by the court, the student may be readmitted to the **DISTRICT** at the **DISTRICT'S** discretion and in accordance with the requirements of this memorandum of understanding. Such students are referred to as having committed an offense referred to as a "Category B" offense. The **DISTRICT** shall fully and fairly examine the circumstances surrounding the case, and, when appropriate, consult with the County Attorney's Office, the Juvenile Probation Department, and the student's parents. Following this examination, the **DISTRICT** is authorized to admit the student unconditionally, to the **DISTRICT** AEP, or pursuant to the provisions of this memorandum of understanding, provide that the student continue his or her placement in the **JJAEP** for the remaining period of the student's expulsion.

C. Students may be expelled for engaging in serious misbehavior in accordance with Texas Education Code §37.007 (c). A student may also be expelled for committing an offense described in Texas Education Code §37.007 (b) or (f). Students referred for first time misdemeanor offenses or for serious misbehavior shall be individually evaluated by the Montgomery County Juvenile Probation Department prior to being expelled into the **JJAEP**. The Montgomery County Juvenile Probation Department will make the final determination regarding admitting the student into the **JJAEP**. These offenses will be referred to as "Category B" offenses. See appendix "B" or "C" for list of offenses.

D. Students who have been officially charged by submission of an offense report and referred to the Montgomery County Juvenile Probation Department for committing any felony offense under Title 5, Penal Code, and the offense does not meet the criteria as a "Category A" offense, may be expelled into the **JJAEP** in accordance with Texas Education Code §37.0081. The Montgomery County Juvenile Probation Department will make the final determination regarding admitting the student into the **JJAEP**. These offenses will be referred to as "Category C" offenses. See appendix "C" for list of offenses. If a student is expelled from the **DISTRICT** for committing a category C offense but: (1) the charges are reduced to a misdemeanor offense; or (2) the court or jury finds that the student did not engage in a Category C offense and the case has been dismissed with prejudice, the student shall be readmitted to the **DISTRICT**. A student charged with a category C offense who is not under the court's jurisdiction shall be served by the **DISTRICT**.

E. Students who are required to register as a sex offender under Chapter 62, Code of Criminal Procedure and are under court jurisdiction may be removed from the **DISTRICT** and placed in the **JJAEP** in accordance with Texas Education Code §37.309(b). These offenses will be referred to as "Category D" offenses. See appendix "B" for list of offenses. A student who is not required to register as a sex

offender or is not under court jurisdiction shall be returned to the **DISTRICT**. The removal of registered sex offenders only applies to students whose offense was committed on or after September 1, 2007.

1.2 **DISTRICT** may expel a student who has been identified as a qualified disabled student under the Individuals with Disabilities Education Act (IDEA) only after a duly constituted Admission Review and Dismissal (ARD) committee has conducted a behavior manifestation determination, indicating that the alleged misconduct is not related to the student's disability. A representative of the **JJAEP** shall be given the opportunity to attend the ARD committee meeting. A copy of the behavioral manifestation determination must be included with the student's records. After making such a determination, the sending **DISTRICT'S** ARD committee shall determine what related services are necessary to comply with the IDEA. The sending **DISTRICT** shall remain responsible for making available the special education services necessary to implement the student's individual education plan (IEP) and/or individual transition plan (ITP). The sending **DISTRICT** serves as the local education agency (LEA) for all students expelled from the sending **DISTRICT** to the **JJAEP**. The sending **DISTRICT** may make related services available in conjunction with the **JJAEP** or at a separate time and location, at the discretion of the **DISTRICT**. If the sending **DISTRICT** chooses to make such related services available in conjunction with the **JJAEP**, the sending **DISTRICT** shall cooperate with the **JJAEP** to minimize disruption of the **JJAEP**. If the sending **DISTRICT** requires the student to leave the **JJAEP** for educational services, the IEP and/or ITP will include the need for transportation as a related service. If, after placement of a student in the **JJAEP**, the administrator of the program or the administrator's designee has concerns that the student's educational or behavioral needs cannot be met in the program, the administrator or designee shall immediately provide written notice of those concerns to the sending **DISTRICT** from which the student was expelled. The student's admission, review, and dismissal committee shall meet to reconsider the placement of the student in the program. The **DISTRICT** shall, in accordance with applicable federal law, provide the administrator or designee with reasonable notice of the meeting, and a representative of the program may participate in the meeting to the extent that the meeting relates to the student's continued placement in the program. The CONROE INDEPENDENT SCHOOL DISTRICT is not required to provide any related services to students assigned to the **JJAEP** facility who are not residents of the CONROE INDEPENDENT SCHOOL DISTRICT.

1.3 If the **JJAEP** determines that a student who has not been previously qualified as a student with disabilities under the IDEA may be eligible for services under the IDEA, the District of residence shall conduct all necessary evaluations to determine if the student does qualify for services under the IDEA.

1.4 The **JJAEP**, in collaboration with the sending **DISTRICT**, shall ensure that a student who is non-English speaking or who speaks English as a second language (ESL) is provided ESL services and instruction appropriate to address his or her needs, as determined by a language proficiency assessment committee (LPAC). Documentation of the LPAC determinations shall be maintained by the **JJAEP**.

1.5 The **JJAEP** shall ensure, in collaboration with the sending **DISTRICT**, that a student who is eligible for services under Section 504 of the Rehabilitation Act of 1973 is provided services and instruction appropriate to address his or her needs, as determined by a Section 504 committee. Documentation of Section 504 eligibility determinations shall be maintained by the **JJAEP**.

1.6 Students expelled to the **JJAEP** shall receive instruction in English language arts, mathematics, science, social studies, and self-discipline. **DISTRICT** shall consider course credit earned by a student while in the **JJAEP** as credit earned in a **DISTRICT** school.

1.7 Any student who does not meet the eligibility requirements of this memorandum of understanding is not entitled to educational services provided by the **JJAEP**.

## 2.

### Required Documentation

2.1 Upon referral of a student to the **JJAEP**, the sending **DISTRICT** shall forward to the **JJAEP** the same records it is required to forward to another public school when a student moves from one district to another. **No student shall be admitted into the JJAEP until all of the student's records have been received.** Records that should be forwarded to the **JJAEP** include but are not limited to the following student records:

- The student's current transcript including all achievement test records;
- The student's current year report card;
- Withdrawal form, which shall indicate the list of courses in which the student is currently enrolled and **the current earned grade in each course for the current grading cycle;**
- The student's State of Texas Assessments of Academic Readiness (STAAR) summary sheet;
- The student's I.E.P., and most recent ARD documents including minutes;
- The student's behavioral manifestation determination;
- The student's immunization records;
- The student's valid Social Security number or if no Social Security number exists, then the student's State Identification number;
- Expulsion letter;
- Parent Acknowledgement Form;
- J.J.A.E.P. Intent to Enter Form; and
- Graduation Plan.

## 3.

### Funding

3.1 Funding for the **JJAEP** is provided by the State through the Texas Juvenile Justice Department for all Category A students who attend the **JJAEP**. The **DISTRICT** shall not assume any financial liability for such students.

3.2 **Conroe Independent School District** will collect from each district \$85.00 per day for each Category B and \$100.00 per day for each Category C student assigned to the **JJAEP**. Districts that choose to send Category B or C students to the **JJAEP** will be billed at the end of each semester. Payment is due within 30 days of receipt.

3.3 Should a Category B student accumulate 4 or more unexcused absences from the **JJAEP**, the **JJAEP** will advise the **DISTRICT** in writing of such absences.

3.4 Category B students who are absent ten consecutive days will be withdrawn from the **JJAEP** in accordance with **DISTRICT** policy.

## 4.

### Length of Placement

4.1 The term of placement shall not exceed the length of court-imposed supervision or, if the student is placed on deferred prosecution, the length of placement shall not exceed 6 months.

4.2 The length of placement for Category B students will be determined by consultation between the **DISTRICT** and the **JJAEP** with a minimum of 30 successful days and a maximum of 90 successful days in the program.

4.3 The length of placement for Category C students will be determined by consultation between the **DISTRICT** and the **JJAEP** with a minimum of 30 successful days and a maximum of 180 days in the program.

4.4 The length of placement for Category D students shall be a minimum of one semester but not to exceed 180 days. One semester is defined by the **DISTRICT** calendar.

4.5 In the event that a Category D student transfers in from another district during the student's placement, the student shall receive credit for the length of placement served from the sending district/placement toward the term of placement in the **JJAEP**.

4.6 The length of placement may be reduced if all entities are in agreement that the reduction in time is in the best interest of the student.

4.7 The length of placement shall not be extended unless all entities are in agreement that the extension in time is in the best interest of the student.

4.8 In the event that a **JJAEP** student is detained in the Montgomery County Juvenile Detention Center or placed in a residential (out of home) placement, the Montgomery County Juvenile Probation Department shall retain the discretion to assign credit for the length of placement to the term of expulsion/removal.

4.9 In the event of overcrowding, the **JJAEP** reserves the right to establish a waiting list for admission or to return any Category B student to his or her home **DISTRICT** prior to the completion of the term of expulsion.

## 5.

### Administration of the State of Texas Assessments of Academic Readiness (STAAR)

- The **Conroe Independent School District** shall be responsible for acquiring all secure and non-secured test materials, which shall be made available to students enrolled in the **JJAEP** on the day the STAAR is to be administered.
- The **Conroe Independent School District** shall be responsible for training and certifying by oath all designated testing and non-testing staff.
- The **Conroe Independent School District** shall be responsible for administering the STAAR to those students enrolled in the **JJAEP**.
- The **DISTRICT** shall be responsible for retrieving all secured answer documents attributed to the **DISTRICT'S** students that are enrolled in the **JJAEP** from the **JJAEP** facilities.
- The **Conroe Independent School District** shall be responsible for returning all non-secured and secured testing material to the appropriate TEA agent.

## 6.

### Transportation

6.1 Transportation to the **JJAEP** shall be the responsibility of the sending **DISTRICT**. Students should arrive at 2235 North First Street, Conroe, TX 77301 no later than 7:15 A.M. on each day school is in session. Transportation home shall be the responsibility of the student's parent or guardian. In rare instances when transportation home is not available, the **JJAEP** staff will make necessary arrangements to assure the student arrives home safely.

## 7.

### Situs, Fiscal Agent, and Staffing Requirements

- 7.1 The **Montgomery County Juvenile Probation Department** is designated as the situs of the **JJAEP**.
- 7.2 The **Conroe Independent School District** shall provide administration of the educational aspects of the **JJAEP** and serve as the Fiscal Agent for the **BOARD** and for each of the other participating Districts.
- 7.3 The **Conroe Independent School District** shall administer the educational program on a day-to-day basis in accordance with policies promulgated and/or adopted by the **BOARD**; shall maintain all educational records applicable to the **DISTRICT** with regard to the status and ultimate disposition of each student assigned to the **JJAEP**; and shall provide the necessary curriculum in accordance with Texas Education Code §37.011, and; other such responsibilities normally associated with the administration of educational services.
- 7.4 As Fiscal Agent, the **Conroe Independent School District** Shall disburse program funds applicable to education services; shall be responsible for educational personnel serving the campus and program; shall maintain all educational records applicable to the program and shall correspond with each student's home District with regard to the status and ultimate disposition of each assigned student; and shall provide necessary curriculum and other such responsibilities normally associated with the administration of educational services. See appendix "D" for PEIMS procedures.
- 7.5 The expenses of the educational program shall be covered by those funds received in compliance with Texas Education Code §25.037 and §25.038. **Conroe Independent School District** will invoice all other Districts at the end of each semester for tuition associated with Category B or C students. Payment is due within 30 days.
- 7.6 Nothing herein shall burden the **Conroe Independent School District**, the **BOARD**, or any other participating District with the added expense necessary to address or accommodate any particular needs of special education, education of the handicapped, accommodation of a disability, or other special requirements unique to a particular student. Such services, costs, and expenses shall remain the responsibility of the **DISTRICT** in which the student is or was last regularly enrolled prior to the student's placement in the **JJAEP**.
- 7.7 The Chief Juvenile Officer and the **BOARD** shall provide personnel in the form of **JJAEP** Administrator, juvenile supervision officers and juvenile probation officers to assure compliance with court orders and to provide client oversight consistent with typical client contact (i.e. client counseling, crisis intervention, family counseling, etc.). The **BOARD** shall also provide the physical plant. The **Conroe Independent School District** shall provide the personnel necessary to deliver educational services.

## 8.

### Miscellaneous

- 8.1 Consistent with the Texas Education Code and Texas Juvenile Justice Code, the parties hereto agree to use their best efforts to expedite the administrative and judicial processing of all cases related to this memorandum of understanding.
- 8.2 To the extent permitted by applicable law, but without waiver or expansion of any limits established by the Texas Tort Claims Act, each party to this memorandum of understanding will hold harmless the other parties and their officers, employees, and agents, from and against any and all claims proximately caused by negligence, breach, or other act or omission by the other party or its officers, employees, or agents.
- 8.3 In accordance with Texas Education Code §37.011(j) the Board, County, and Commissioners Court are immune from liability to the same extent as a school district, and the **BOARD'S** or County's professional employees and volunteers are immune from liability to the same extent as a school district's professional employees and volunteers.

8.4 If there is no available space for additional students to enter the program, additional assigned students may be placed on a "waiting list" for the next available opening. However, no expelled student may be ordered to attend a regular classroom, a regular campus, or a **DISTRICT** alternative education program, without the informed consent of the **DISTRICT**.

8.5 The term of this memorandum of understanding shall be for the 2023-2024 school year according to the school calendar of the Conroe Independent School District. See appendix "E". Thereafter, renewal may be made on a year-to-year basis by mutual consent of the parties.


8.6 Students who are 17 years of age or older and who are expelled for a Category A offense committed on or after the age 17 are eligible for the JJAEP.

8.7 Students who are 17 years of age or older and who are expelled for Category B offenses may not be placed in the **JJAEP**. The **DISTRICT** of residence shall be responsible for providing for the student's education or G.E.D. preparatory classes.

8.8 A **DISTRICT** principal or designee shall make at least one visit to the **JJAEP** campus for each student expelled to the **JJAEP**. The purpose of the visit is to monitor student progress and encourage rehabilitation.

8.9 The **DISTRICT**, in conjunction with the **JJAEP**, will evaluate each student who is pregnant or becomes pregnant while attending the **JJAEP**. Consideration will be given to programs available within the **DISTRICT** to serve such students.

Signed on behalf of their respective boards by:

  
\_\_\_\_\_  
Chair, Montgomery County Juvenile Board

7/14/23  
\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Board of Trustees

\_\_\_\_\_  
Date

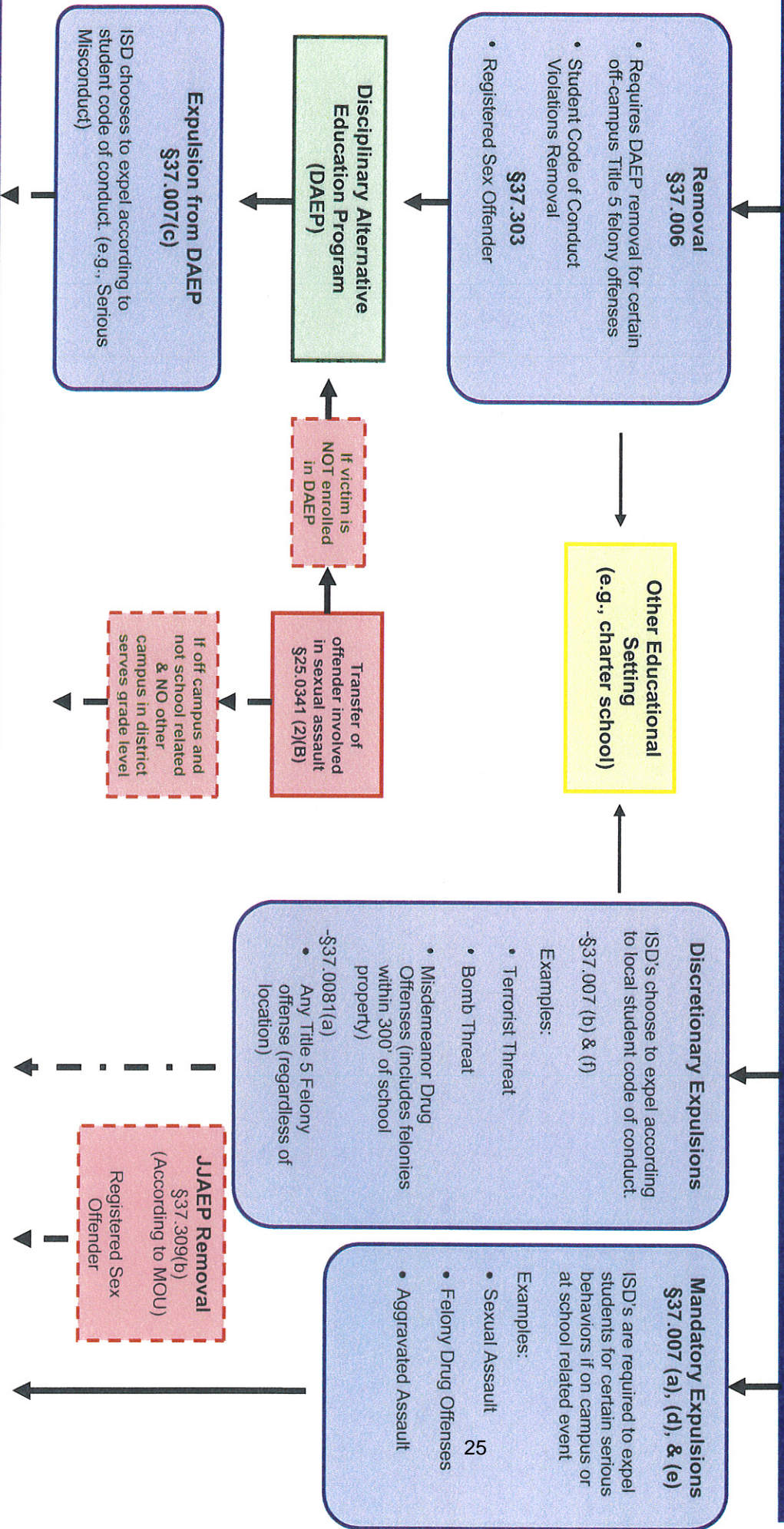


# Student Discipline Flowchart

TEXAS  
JUVENILE  
JUSTICE  
DEPARTMENT

## 2022-2023 School Years

### Regular Education Setting



### Juvenile Justice Alternative Education Program

# Student Discipline 2022 and 2023 School Years

## Disciplinary Alternative Education Program Removals

### Discretionary Removals

- 37.001 (a)** – Violations of the Student Code of Conduct  
 Example: Serious Misconduct
- 37.006 (d)** – Off campus and not school related event  
 Felony offense other than a Penal Code Title 5 offense if Superintendent has "reasonable belief" that student engaged in felony offense and the student's presence in the regular classroom is a threat to other students or teachers or will be detrimental to the educational setting.

### Mandatory Removals

- 37.006 (a)**  
 False alarm or report (Penal Code 42.06)<sup>\*</sup>  
 Terroristic threat (Penal Code 22.07)<sup>\*</sup>  
 While on school property/school related event or within 300' of school property:  
 Any conduct punishable as a felony except for those listed under Mandatory Expulsions  
 Assault (Penal Code 22.01(a)(1))  
 Misdeemeanor drug, alcohol or inhalants offenses<sup>\*</sup>  
 Felony drugs within 300' only (all on school property/school related events are mandatory expulsions)<sup>\*</sup>  
 Public lewdness (Penal Code 21.07) indecent exposure (Penal Code 21.08)  
 Breach of computer security / Computer hacking (Penal Code 33.02)
- 37.006 (b)** – Regardless of location  
 Retaliation against any school employee (Penal Code 36.06, see also Mandatory Expulsions)
- 37.006(c)** – While off campus and not school related  
 Any Penal Code Title 5 felony offense or Aggravated Robbery (Penal Code 29.03) for which:  
 A student is placed on deferred prosecution  
 A student is adjudicated delinquent; or  
 A superintendent has "reasonable belief" the student engaged in the conduct.
- 37.303**  
 Registered Sex Offender

*\* May also be expelled as a disciplinary acquisition or removal*

### Offender Involved in Sexual Assault (TEC §25.0341(b)(2))

If a student is placed on deferred prosecution, deferred adjudication, adjudicated delinquent or found guilty of sexual assault, a school district if requested by the victim shall transfer the victim to an alternate campus or district or if the victim does not wish to transfer, the ISD is required first to remove the offending student to a separate campus that serves the grade level the student is assigned or if there is not separate campus the student could be placed in the JJAEP

### Victim of Bullying (TEC §25.0342(b))

The parent of a student who is a victim of bullying may require the ISD to transfer the victim to another classroom or campus after the ISD verifies the student was in fact a victim of bullying.

## JJAEP Placements

### Mandatory Expulsions

- 37.007(a)** – On school property or at school related event:  
 Unlawful carrying weapon - Gun (Penal Code 46.02(a)) or ("18 USC Section 921, includes charter schools)  
 Unlawful carrying weapon - a handgun, illegal knife or club (Penal Code 46.02(a))  
 Prohibited Weapon (4) an explosive weapon; (2) a machine gun; (3) a short-barrel firearm; (4) a firearm silencer; (5) knuckles; (6) armor-piercing ammunition; (7) a chemical dispensing device; (8) a zip gun; or (9) a tire deflation device. (Penal Code 46.05 (a))  
 Aggravated assault (Penal Code 22.02)  
 Sexual assault (22.011)  
 Aggravated sexual assault (Penal Code 22.024)  
 Arson (Penal Code 28.02)  
 Murder (Penal Code 19.02)  
 Capital murder (Penal Code 19.03)  
 Criminal attempt murder or capital murder (Penal Code 15.01)  
 Indecency with a child (Penal Code 21.11)  
 Aggravated kidnapping (Penal Code 20.04)  
 Aggravated robbery (Penal Code 29.03)  
 Manslaughter (Penal Code 19.04)  
 Criminal negligent homicide (Penal Code 19.05)  
 Continuous sexual abuse of young child or children (Penal Code 21.02)  
 Felony Drug offenses
- 37.007(b)** – Regardless of location:  
 Retaliation against school employee or volunteer (any 37.007(a) offense)
- 37.007(c)** – On school property or at school related event:  
 Federal firearm (20 U.S.C. Section 7151)

### Discretionary Expulsions

- 37.007(b)**  
 False alarm or report (Penal Code 42.06)  
 Terroristic threat (Penal Code 22.07)  
 While on school property/school related event or within 300' of school property:  
 Any conduct punishable as a felony except for those listed under Mandatory Expulsions  
 Assault (Penal Code 22.01(a)(1))  
 Misdeemeanor drug, alcohol or inhalants offenses  
 Class A misdemeanor assault on school employee or volunteer (Penal Code 22.01(a)(1)), regardless of location.  
 Any offense listed as a Mandatory Expulsion if within 300' of school property  
 Aggravated assault (Penal Code 22.02); sexual assault (22.011); aggravated sexual assault (Penal Code 22.024); murder (Penal Code 19.02); capital murder (Penal Code 19.03); criminal attempt murder or capital murder (Penal Code 15.01) if against another student; (not school related event or on school property)  
 Deadly conduct (Penal Code 22.05)  
 Breach of computer security / Computer hacking (Penal Code 33.02)
- 37.007(c)**  
 Serious misconduct while in a DAEP
- 37.007(d)**  
 Felony criminal mischief (Penal Code 28.03)
- 37.0081(a)**  
 Any Penal Code Title 5 felony offense or aggravated robbery (Penal Code 29.03) regardless of where the offense occurred (including on or off school campus not school related event)
- 37.309(b)**  
 Any registered sex offender, per MOU

### Transfers

If a student is placed on deferred prosecution, deferred adjudication, adjudicated delinquent or found guilty of sexual assault, a school district if requested by the victim shall transfer the victim to an alternate campus or district or if the victim does not wish to transfer, the ISD is required first to remove the offending student to a separate campus that serves the grade level the student is assigned or if there is not separate campus the student could be placed in the JJAEP



# Juvenile Justice Alternative Education Offense Codes

TEXAS  
JUVENILE  
JUSTICE  
DEPARTMENT

**2022-2023 School Years**

*\*New items shown in italics*

<b>Offense Code</b>	<b>Offense Description</b>	<b>Offense Type</b>
37.007A12A	Unlawful Weapon: Handgun [Penal Code (PC) 46.02 (a)] [Education Code (EC) 37.007 (a)(1)]	Mandatory
37.007A12B	Unlawful Weapon: Location-Restricted Knife [PC 46.02 (a)] [EC 37.007 (a)(1)] (For students who are under the age of 18.)	Mandatory
37.007A12C	Unlawful Weapon: Club [PC 46.02 (a)] [EC 37.007 (a)(1)]	Mandatory
37.007A15A	Prohibited Weapon: Explosive Weapon [PC 46.05 (a)(1)] [EC 37.007 (a)(1)]	Mandatory
37.007A15B	Prohibited Weapon: Machine Gun [PC 46.05 (a)(2)] [EC 37.007 (a)(1)]	Mandatory
37.007A15C	Prohibited Weapon: Short-Barrel Firearm [PC 46.05 (a)(3)] [EC 37.007 (a)(1)]	Mandatory
37.007A15D	Prohibited Weapon: Firearm Silencer [PC 46.05 (a)(4)] [EC 37.007 (a)(1)]	Mandatory
37.007A15F	Prohibited Weapon: Armor-Piercing Ammunition [PC 46.05 (a)(6)] [EC 37.007 (a)(1)]	Mandatory
37.007A15G	Prohibited Weapon: Chemical Dispensing Device [PC 46.05 (a)(7)] [EC 37.007 (a)(1)]	Mandatory
37.007A15H	Prohibited Weapon: Zip Gun [PC 46.05 (a)(8)] [EC 37.007 (a)(1)]	Mandatory
37.007A15I	Prohibited Weapon: Tire Deflation Device [PC 46.05 (a)(9)] [EC 37.007 (a)(1)]	Mandatory
37.007A15J	Prohibited Weapon: Improvised Explosive Device [PC 46.05 (a)(7)] [EC 37.007(a)(1)]	Mandatory
37.007A2A1	Aggravated Assault	Mandatory
37.007A2A2	Aggravated Sex Assault	Mandatory
37.007A2A3	Sex Assault	Mandatory
37.007A2B	Arson	Mandatory
37.007A2C1	Murder	Mandatory
37.007A2C2	Capital Murder	Mandatory
37.007A2C3	Attempted Murder	Mandatory
37.007A2D	Indecency With A Child	Mandatory
37.007A2E	Aggravated Kidnapping	Mandatory
37.007A2F	Aggravated Robbery	Mandatory
37.007A2G	Manslaughter	Mandatory
37.007A2H	Criminally Negligent Homicide	Mandatory
37.007A2I	Continuous Sex Abuse Of A Young Child Or Children (PC 21.02)	Mandatory
37.007A3	Felony Drug	Mandatory
37.007B1D	False Alarm	Discretionary
37.007B1E	Terroristic Threat	Discretionary
37.007B2A1	Misdemeanor Marijuana	Discretionary

<b>Offense Code</b>	<b>Offense Description</b>	<b>Offense Type</b>
37.007B2A1B	Misdemeanor Controlled Substance	Discretionary
37.007B2A2	Misdemeanor Dangerous Drug	Discretionary
37.007B2A3	Misdemeanor Alcohol	Discretionary
37.007B2B	Glue Or Aerosol Paint	Discretionary
37.007B2CA	Assault On A Teacher	Discretionary
37.007B2CB	Assault On An Employee	Discretionary
37.007B2D	Deadly Conduct	Discretionary
37.007B3A	Non-School Student On Student [EC 37.007 (a)(2)(A)]	Discretionary
37.007B3B	Non-School Student On Student [EC 37.007 (a)(2)(C)]	Discretionary
37.007B3C	Non-School Student On Student [EC 37.007 (a)(2)(F)]	Discretionary
37.007B4	'On or Within 300 Ft' Rule--Mandatory Offense [EC 37.007(b)]	Discretionary
37.007B5	Breach Of Computer/Computer Hacking	Discretionary
37.007C	Serious Misbehavior	Discretionary
37.007D	Retaliation	Mandatory
37.007D(D)	<i>Retaliation</i>	Discretionary
37.007E	Federal Firearm	Mandatory
37.007F	Felony Criminal Mischief	Discretionary
37.309	Registered Sex Offender	Other
PROBCO1	Probation Placement	Other
PROBCO2	Court Order	Other
37.0081A	Title 5 Felony Criminal Homicide (EC 37.0081)	Discretionary
37.0081B	Title 5 Felony Murder (EC 37.0081)	Discretionary
37.0081C	Title 5 Felony Capital Murder (EC 37.0081)	Discretionary
37.0081D	Title 5 Felony Manslaughter (EC 37.0081)	Discretionary
37.0081E	Title 5 Felony Criminal Negligent Homicide (EC 37.0081)	Discretionary
37.0081F	Title 5 Felony Unlawful Restraint (EC 37.0081)	Discretionary
37.0081G	Title 5 Felony Kidnapping (EC 37.0081)	Discretionary
37.0081H	Title 5 Felony Aggravated Kidnapping (EC 37.0081)	Discretionary
37.0081I	Title 5 Felony Unlawful Transport (EC 37.0081)	Discretionary
37.0081J	Title 5 Felony Trafficking Of Persons (EC 37.0081)	Discretionary
37.0081K	Title 5 Felony Indecency With A Child (EC 37.0081)	Discretionary
37.0081L	Title 5 Felony Improper Photography Or Visual Recording (EC 37.0081)	Discretionary
37.0081M	Title 5 Felony Assault (EC 37.0081)	Discretionary
37.0081N	Title 5 Felony Sexual Assault (EC 37.0081)	Discretionary
37.0081O	Title 5 Felony Coercing, Soliciting, Or Inducing Gang Membership (EC 37.0081)	Discretionary
37.0081P	Title 5 Felony Aggravated Assault (EC 37.0081)	Discretionary
37.0081Q	Title 5 Felony Aggravated Sexual Assault (EC 37.0081)	Discretionary
37.0081R	Title 5 Felony Injury To A Child, Elderly Individual, Or Disabled Individual (EC 37.0081)	Discretionary

<b>Offense Code</b>	<b>Offense Description</b>	<b>Offense Type</b>
37.0081S	Title 5 Felony Abandoning Or Endangering Child (EC 37.0081)	Discretionary
37.0081T	Title 5 Felony Deadly Conduct (EC 37.0081)	Discretionary
37.0081U	Title 5 Felony Terrorist Threat (EC 37.0081)	Discretionary
37.0081V	Title 5 Felony Aiding Suicide (EC 37.0081)	Discretionary
37.0081W	Title 5 Felony Tampering With Consumer Product (EC 37.0081)	Discretionary
37.0081X	Title 5 Felony Harassment By Persons In Certain Correctional Facilities; Harassment Of Public Servant (EC 37.0081)	Discretionary
37.0081Y	Title 5 Felony Aggravated Robbery (EC 37.0081)	Discretionary
DOI	Offense Identified in District of Innovation (DOI) Plans Provided by Sending School District	Discretionary
PC 46.03	Places Weapons Prohibited: Location-Restricted Knife (PC 46.03) (For students who are at least 18 years of age, or for students of any age, if the offense occurs at a restricted location.)	Discretionary
37.0052	Placement or Expulsion of Student Who Has Engaged in Certain Bullying Behavior	Discretionary

## Appendix D – PEIMS Procedures

### CISD STUDENTS IN A PERMISSIVE PLACEMENT

ADA eligibility	1
Campus ID of Enrollment	our JJAEP campus
Campus ID of Residence	their home campus
Student attribution code	02

### CISD STUDENTS IN A MANDATORY PLACEMENT

ADA eligibility	4
Campus ID of Enrollment	our JJAEP campus
Campus ID of Residence	their home campus
Student attribution code	02

### OUT OF DISTRICT STUDENTS IN A PERMISSIVE PLACEMENT

### OUT OF DISTRICT STUDENTS IN A MANDATORY PLACEMENT

ADA eligibility	4
Campus ID of Enrollment	our JJAEP campus
Campus ID of Residence	their home campus
Student attribution code	02

### DISCIPLINE RECORDS

Need to include on All CISD students placed (mandatory and permissive placements due to discipline) on Senate Bill 133 Report using Disciplinary Action Code '07' – Placement in an alternative education program established under Section 37.008.



<p><b>August 2023</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>①</td><td>②</td><td>③</td><td>④</td><td>5</td></tr> <tr><td>6</td><td>⑦</td><td>⑧</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	TU	W	TH	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			<p><b>September 2023</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>④</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	S	M	TU	W	TH	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	<p><b>October 2023</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>⑥</td><td>7</td></tr> <tr><td>8</td><td>⑨</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	TU	W	TH	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					<p><b>November 2023</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>⑦</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>⑳</td><td>㉑</td><td>㉒</td><td>㉓</td><td>㉔</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table>	S	M	TU	W	TH	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																
S	M	TU	W	TH	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																																																																																																																																																																																					
S	M	TU	W	TH	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																																																																																																																																																																																			
S	M	TU	W	TH	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																																																																																																																																																																																							
S	M	TU	W	TH	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																																																																																																																																																																																					
<p><b>December 2023</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>⑱</td><td>⑳</td><td>㉑</td><td>㉒</td><td>㉓</td><td>23</td></tr> <tr><td>24</td><td>⑳</td><td>㉑</td><td>㉒</td><td>㉓</td><td>㉔</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	TU	W	TH	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	⑱	⑳	㉑	㉒	㉓	23	24	⑳	㉑	㉒	㉓	㉔	30	31							<p><b>January 2024</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td>①</td><td>②</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>⑮</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	TU	W	TH	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				<p><b>February 2024</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>⑮</td><td>17</td></tr> <tr><td>18</td><td>⑱</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr> </table>	S	M	TU	W	TH	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	⑮	17	18	⑱	20	21	22	23	24	25	26	27	28	29			<p><b>March 2024</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>⑤</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>⑪</td><td>⑫</td><td>⑬</td><td>⑭</td><td>⑮</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>⑲</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	TU	W	TH	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	⑲	30	31						
S	M	TU	W	TH	F	S																																																																																																																																																																																			
					1	2																																																																																																																																																																																			
3	4	5	6	7	8	9																																																																																																																																																																																			
10	11	12	13	14	15	16																																																																																																																																																																																			
17	⑱	⑳	㉑	㉒	㉓	23																																																																																																																																																																																			
24	⑳	㉑	㉒	㉓	㉔	30																																																																																																																																																																																			
31																																																																																																																																																																																									
S	M	TU	W	TH	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																																																																																																																																																																																						
S	M	TU	W	TH	F	S																																																																																																																																																																																			
				1	2	3																																																																																																																																																																																			
4	5	6	7	8	9	10																																																																																																																																																																																			
11	12	13	14	15	⑮	17																																																																																																																																																																																			
18	⑱	20	21	22	23	24																																																																																																																																																																																			
25	26	27	28	29																																																																																																																																																																																					
S	M	TU	W	TH	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	⑲	30																																																																																																																																																																																			
31																																																																																																																																																																																									
<p><b>April 2024</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td>①</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>⑰</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	TU	W	TH	F	S		①	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	⑰	20	21	22	23	24	25	26	27	28	29	30					<p><b>May 2024</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>⑳</td><td>㉑</td><td>25</td></tr> <tr><td>26</td><td>㉒</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	TU	W	TH	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	⑳	㉑	25	26	㉒	28	29	30	31		<p><b>June 2024</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>⑱</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	TU	W	TH	F	S						1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	⑱	20	21	22	23	24	25	26	27	28	29	30							<p><b>July 2024</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>TU</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>④</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	TU	W	TH	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										
S	M	TU	W	TH	F	S																																																																																																																																																																																			
	①	2	3	4	5	6																																																																																																																																																																																			
7	8	9	10	11	12	13																																																																																																																																																																																			
14	15	16	17	18	⑰	20																																																																																																																																																																																			
21	22	23	24	25	26	27																																																																																																																																																																																			
28	29	30																																																																																																																																																																																							
S	M	TU	W	TH	F	S																																																																																																																																																																																			
			1	2	3	4																																																																																																																																																																																			
5	6	7	8	9	10	11																																																																																																																																																																																			
12	13	14	15	16	17	18																																																																																																																																																																																			
19	20	21	22	⑳	㉑	25																																																																																																																																																																																			
26	㉒	28	29	30	31																																																																																																																																																																																				
S	M	TU	W	TH	F	S																																																																																																																																																																																			
					1																																																																																																																																																																																				
2	3	4	5	6	7	8																																																																																																																																																																																			
9	10	11	12	13	14	15																																																																																																																																																																																			
16	17	18	⑱	20	21	22																																																																																																																																																																																			
23	24	25	26	27	28	29																																																																																																																																																																																			
30																																																																																																																																																																																									
S	M	TU	W	TH	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																																																																																																																																																																																						

Holiday	Workday for staff (No students)	Staff development (No students)
Inclement weather day (Students)	Early release (Students)	

**Report Cards**

Individual campuses will report distribution date for report cards after each grading period.

**Days of Instruction**

	Students	Teachers
1st Semester	84	92
2nd Semester	90	95
<b>Total Days</b>	<b>174</b>	<b>187</b>

**Grading Periods**

1st Semester	
Grading period	Ends
1st	October 5
2nd	December 15
2nd Semester	
Grading period	Ends
1st	March 8
2nd	May 23

**Students**

Starting date	August 9
Ending date	May 23

**Staff**

Starting date	August 1
Ending date	May 24

**Student Holidays**

Labor Day	September 4
Holiday	October 6 - 9
Holiday	November 7
Thanksgiving	November 20 - 24
Winter Break	Dec. 18 - Jan. 2
Martin Luther King, Jr. Day	Jan. 15
Holiday	February 16
Presidents' Day	February 19
Holiday	March 5
Spring Break	March 11 - 15
Holiday	March 29 - April 1
Holiday	April 19

**Student Early Release**

December 15
May 23

**Teacher Work Days**

August 8
January 2
May 24

**Staff Development**

August 1 - 7	February 16
October 6	March 5
November 7	April 19

**Student Make-up Days**

Make-up day for inclement weather (if needed), is:

**Students**  
February 16

The Conroe Independent School District (District) as an equal opportunity educational provider and employer does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in educational programs or activities that it operates or in employment matters. The District is required by Title VI and Title VII 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, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as Board policy not to discriminate in such a manner. For information about Title IX rights or Section 504/ADA rights, contact the Title IX Coordinator or the Section 504/ADA coordinator at 3205 W. Davis, Conroe, TX 77304, (936) 709-7752.



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: July 31, 2023**

**Submitted Date: July 26, 2023**

**Agenda Business Items:**

- Consent Agenda Item
- ~~New Action~~

**Information Only Items:**

- Presentation
- Recognition
- Information

---

Name of Person Responsible: Dianna Archer

Department or Campus: Director of Student Services

Topic: Student Handbook & Code of Conduct for the 2023-2024 School Year

Background Information:

Attachments: Student Handbook & Code of Conduct for 2023-2024 School Year

Superintendent's Resolutions: Reviewed and Recommended

# **Splendorita Independent School District Student Handbook and Code of Conduct**

**2023-24 School Year**



**Greenleaf Elementary**

**Peach Creek Elementary**

**Piney Woods Elementary**

**Timber Lakes Elementary**

**Splendorita Junior High**

**Splendorita High School**

# Splendor Independent School District

## Student Handbook and Code of Conduct

2023–24 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at [www.splendoraisd.org](http://www.splendoraisd.org) or 281-689-3128.

### Table of Contents

<b>Student Handbook and Code of Conduct</b>	<b>1</b>
<b>SECTION ONE: PARENTAL RIGHTS</b>	<b>8</b>
Consent, Opt-Out, and Refusal Rights	8
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	16
Right of Access to Student Records, Curriculum Materials, and District Records / Policies	18
A Student with Exceptionalities or Special Circumstances	23
<b>SECTION TWO: OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS</b>	<b>32</b>
Absences/Attendance	32
Accountability under State and Federal Law (All Grade Levels)	40
Armed Services Vocational Aptitude Battery Test (Grades 10-12)	40
Bullying (All Grade Levels)	40
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)	43
Celebrations (All Grade Levels)	44
Child Sexual Abuse, Trafficking and Other Maltreatment of Children (All Grade Levels)	44
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	47
Class Schedules (Secondary Grade Levels Only)	48
College and University Admissions and Financial Aid (Secondary Grade Levels Only)	48
College Credit Courses (Secondary Grade Levels Only)	49
Communications—Automated	50
Complaints and Concerns (All Grade Levels)	50
Conduct (All Grade Levels)	52
Counseling	52
Course Credit (Secondary Grade Levels Only)	54
Credit by Examination-If a Student Has Taken the Course / Subject (All Grade Levels)	54

## Splendora Independent School District Student Handbook

Credit by Examination for Advancement / Acceleration-If a Student Has Not Taken the Course /Subject	55
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	56
Distance Learning All Grade Levels	60
Distribution of Literature, Published Materials, or Other Documents	61
Dress and Grooming (All Grade Levels)	62
Electronic Devices and Technology Resources (All Grade Levels)	62
End-of-Course (EOC) Assessments	64
Emergent Bilingual (All Grade Levels)	64
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	65
Fees (All Grade Levels)	67
Fundraising (All Grade Levels)	67
Gang-Free Zones (All Grade Levels)	68
Grade-Level Classification (Grades 9–12 Only)	68
Grading Guidelines (Secondary)	68
Grading Guidelines (Elementary)	72
Graduation (Secondary Grade Levels Only)	76
Health Related Matters	82
Health-Related Resources, Policies, and Procedures	90
Identification Badges	92
Law Enforcement Agencies (All Grade Levels)	93
Leaving Campus (All Grade Levels)	94
Lost and Found (All Grade Levels)	95
Makeup Work (DAEP, ISS, OSS)	96
Nondiscrimination Statement (All Grade Levels)	96
Parent and Family Engagement (All Grade Levels)	98
Parking and Parking Permits (Secondary Grade Levels Only)	100
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	100
Prayer (All Grade Levels)	100
Promotion and Retention	100
Report Cards / Progress Reports and Conferences (All Grade Levels)	102
Required State Assessments	102
Safety (All Grade Levels)	104
School Facilities	107
School-sponsored Field Trips (All Grade Levels)	111
Searches	111
Special Programs (All Grade Levels)	113

Standardized Testing	113
Student Speakers (All Grade Levels)	113
Substance Abuse Prevention and Intervention (All Grade Levels)	114
Suicide Awareness and Mental Health Support (All Grade Levels)	114
Tardies (All Grade Levels)	114
Textbooks, Electronic Textbooks, Technological Equipment and Other Instructional Materials	115
Transfers (All Grade Levels)	115
Transportation (All Grade Levels)	116
Vandalism (All Grade Levels)	119
Video Cameras (All Grade Levels)	119
Visitors to the School (All Grade Levels)	120
Volunteers (All Grade Levels)	121
Voter Registration (Secondary Grade Levels Only)	121
Withdrawing from School (All Grade Levels)	122
<b>Glossary</b>	<b>123</b>
<b>SECTION THREE: STUDENT CODE OF CONDUCT</b>	<b>126</b>
Accessibility	127
Purpose	127
<b>School District Authority and Jurisdiction</b>	<b>128</b>
Campus Behavior Coordinator	128
Threat Assessment and Safe and Supportive School Team	128
Searches	129
Reporting Crimes	129
Security Personnel	129
“Parent” Defined	129
Participating in Graduation Activities	129
Unauthorized Persons	130
<b>Standards for Student Conduct</b>	<b>130</b>
Dress Code and Grooming	131
<b>General Conduct Violations</b>	<b>133</b>
Disregard for Authority	133
Mistreatment of Others	133
Disruptions of School Operations, Class and Law Assembly	134
Property Offenses	136

Possession of Prohibited Items	136
Possession of Telecommunications or Other Electronic Devices	137
Misuse of Technology Resources and the Internet	138
Illegal, Prescription, and Over-the-Counter Drugs	138
Safety Transgressions	139
Miscellaneous Offenses	139
<b>Discipline Management Techniques</b>	<b>139</b>
Students with Disabilities	140
Notification	140
Appeals	140
Techniques	141
Corporal Punishment	142
Prohibited Aversive Techniques	142
<b>Removal From the School Bus</b>	<b>143</b>
<b>Removal From the Regular Educational Setting</b>	<b>143</b>
Routine Referral	143
Formal Removal	144
Returning a Student to the Classroom	144
<b>Suspension (In School Suspension and Out of School Suspension)</b>	<b>145</b>
Coursework During Suspension	145
Restrictions During Suspension	145
Misconduct	145
Process	146
<b>Offenses and Disciplinary Options</b>	<b>147</b>
<b>Disciplinary Alternative Education Program (DAEP)</b>	<b>148</b>
Discretionary Placement: Misconduct That May Result in DAEP Placement	148
Mandatory Placement: Misconduct That Requires DAEP Placement	149
DAEP Placements	150
Sexual Assault and Campus Assignments	152
Process	152
Length of Placement	153
Appeals	155
Restrictions During Placement	155
Placement Review	155
Additional Misconduct	155
Notice of Criminal Proceedings	156
Withdrawal During Process	156

Newly Enrolled Students	157
Emergency Placement Procedure	157
Transition Services	157
<b>Placement and/or Expulsion for Certain Offenses</b>	<b>157</b>
Registered Sex Offenders	157
Certain Felonies	158
<b>Expulsion</b>	<b>160</b>
Discretionary Expulsion: Misconduct That May Result in Expulsion	160
Mandatory Expulsion: Misconduct That Requires Expulsion	162
Under Age Ten	163
Process	164
Length of Expulsion	165
Withdrawal During Process	166
Additional Misconduct	166
Restrictions During Expulsion	166
Newly Enrolled Students	166
Emergency Expulsion Procedures	167
DAEP Placement of Expelled Students	167
Transition Services	167
<b>Glossary</b>	<b>168</b>

## Preface Parents and Students:

Welcome to the new school year at Splendorra ISD where our mission of “Cultivating Exceptional People” is accomplished by using: The Right People, The Right Things, The Right Way, The Right Resources, and The Right Relationships.

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Splendorra ISD Student Handbook is a general reference guide that is divided into two sections:

**Section I: PARENTAL RIGHTS** includes notices that the District must provide to all parents, as well as other information to assist you in responding to school-related issues.

**Section II: OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS** is organized alphabetically when searching information on a specific issue. Where applicable, it is divided by age and/or grade level.

**Note:** Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

### Section III: STUDENT CODE OF CONDUCT

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

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

Therefore, parents and students should become familiar with the Splendorra ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [www.splendorraisd.org](http://www.splendorraisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your campus office.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district

reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

For questions about the material in this handbook, please contact your campus principal.

Every year, Splendora ISD parents are required to update Annual Forms through the Skyward Family Access for each child registered in the district. These updates provide critical student information, such as guardians, emergency contacts, and medical information, allowing the district to respond appropriately in case of emergencies.

Annual Forms must be completed prior to receiving your child's schedule, teacher assignment, or participation in any UIL activity.

The annual forms include:

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 13 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information.]

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [www.splendoraisd.org](http://www.splendoraisd.org).

## SECTION ONE: PARENTAL RIGHTS

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

### Consent, Opt-Out, and Refusal Rights

#### *Consent to Conduct a Psychological Evaluation*

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

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

#### *Consent to Human Sexuality Instruction*

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

#### **Annual Notification**

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

In accordance with state law, a parent may:

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

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

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as 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.

The curriculum content shall be delivered in a developmentally and age-appropriate manner and shall include the most current and scientifically accurate information.

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

#### 7th and 8th Grade Science and Health Education Classes

- Male and female anatomy
- Pregnancy, fetal development, and childbirth
- Abstinence

#### 5th Grade Physical Education Classes

- Human adolescent growth, development, and care
- Male and female anatomy

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

In accordance with SB 9, TEC §115 and upon the recommendation of the SHAC, middle school students will receive instruction in the following content related to the prevention of child abuse, family violence, dating violence, and sex trafficking:

- Identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse.
- Identify forms of family violence, including physical, mental, and emotional violence.
- The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.
- Identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse.
- Define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation.
- Identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence.
- Identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking.
- Identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult.
- Explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.
- Examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.
- Identify how technology is used to recruit or manipulate potential victims of sex trafficking.
- Describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)

- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG for information on the grievance and appeals process.

### ***Consent to Provide a Mental Health Care Service***

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options. The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. The mental health liaison, Kathy White, and can be reached at [kwhite@splendoraisd.org](mailto:kwhite@splendoraisd.org) and 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.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

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

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication. If you do not want SPLENDORA ISD to use your child's Directory Information for District publication and announcements, you must notify the child's campus in writing by the tenth school day of your child's first day of instruction for this school year.

***Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14***

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

***Consent to Video or Audio Record a Student when Not Already Permitted by Law***

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

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

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

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

***Opting Out of Advanced Mathematics in Grades 6-8***

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student’s grade 5 mathematics course work. Enrollment in an advanced mathematics course in grade 6 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.

***Prohibiting the Use of Corporal Punishment***

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL) <https://pol.tasb.org/Home/Index/913> .

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

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

**Note:**

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

***Limiting Electronic Communications between Students and District Employees***

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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

***Objecting to the Release of Directory Information***

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);

- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year.

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; image in photograph of video/audio; major field of study; degrees, honors, and awards received; grade level; creative works; most recent school previously attended; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent school previously attended; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

*Note:* Review **Authorized Inspection and Use of Student Records**.

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

Unless a parent has advised the district not to release his or her student's information, Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

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

## **Participation in Third-Party Surveys**

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

A student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- Sex 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, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in or receive financial assistance under a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For more information, see policy EF(LEGAL) <https://pol.tasb.org/Home/Index/913> .]

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child’s participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.

- 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 <https://pol.tasb.org/Home/Index/913> .]

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.

## **Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction**

### ***Human Sexuality Instruction***

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

State law requires that the district provide written notice before each school year of the board’s decision to provide human sexuality instruction.

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

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from such instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

[See policy EHBK(LEGAL) <https://pol.tasb.org/Home/Index/913> .]

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

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

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

[See Pledges of Allegiance and a Minute of Silence and policy EC(LEGAL) <https://pol.tasb.org/Home/Index/913> .]

### ***Religious or Moral Beliefs***

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

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

### ***Tutoring or Test Preparation***

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

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC <https://pol.tasb.org/Home/Index/913> , without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, see policies EC and EHBC <https://pol.tasb.org/Home/Index/913> , and contact the student's teacher.]

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

### ***Parent Review of Instructional Materials***

A parent has the 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.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

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

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

### ***District Review of Instructional Materials***

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact Carrie Garza, Executive Director of Teaching and Learning, 281-689-4449, [cgarza@splendoraisd.org](mailto:cgarza@splendoraisd.org).

### ***Notices of Certain Student Misconduct to Noncustodial Parent***

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

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

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

### ***Student Records***

#### **Accessing Student Records**

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,

- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

### **Authorized Inspection and Use of Student Records**

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at 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;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

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

"Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S.

Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information.**]

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

The 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 wants to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits 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 the records.

The address of the superintendent’s office is 23419 FM 2090, Splendora, TX 77372.

The address of the principals’ offices are:

Splendora High School	23747 FM 2090 Splendora, TX 77372
Splendora Junior High	23411 FM 2090 Splendora, TX 77372
Greenleaf Elementary School	26275 FM 2090 Splendora, TX 77372

Peach Creek Elementary School	14455 Cox Street Splendora, TX 77372
Piney Woods Elementary School	23395 FM 2090 Splendora, TX 77372
Timber Lakes Elementary School	15450 Harrington Dr. New Caney, TX 77357

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences**, and **Complaints and Concerns**.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/Home/Index/913>.

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

### ***Teacher and Staff Professional Qualifications***

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

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

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

## **A Student with Exceptionalities or Special Circumstances**

### ***Children of Military Families***

The Interstate Compact on Educational Opportunities for Military Children (<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
  - Called to active duty,
  - On leave, or
  - Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

### ***Parental Role in Certain Classroom and School Assignments***

#### ***Multiple-Birth Siblings***

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) <https://pol.tasb.org/Home/Index/913> .]

### ***Safety Transfers / Assignments***

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

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** and policies of FDB and FFI.]

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

[See policy FDE.]

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

### ***Student Use of a Service/Assistance Animal***

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

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

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

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

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

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

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

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

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

If you have question, please contact the district's foster care liaison:

Troy Reynolds

Director of Federal Programs and Compliance

23419 FM 2090

Splendora, TX 77372

281-689-4002

[treynolds@splendoraisd.org](mailto:treynolds@splendoraisd.org)

### ***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.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

Children who are homeless will be provided flexibility regarding certain district provisions, including:

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

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

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

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

For more information on services for students who are homeless, contact the district's homeless education liaison:

Troy Reynolds

Director of Federal Programs and Compliance

23419 FM 2090

Splendora, TX 77372

281-689-4002

treynolds@splendoraisd.org

[See Credit by Examination for Advancement/Acceleration, Course Credit, and Homeless Students for more information.]

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

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

If a student is experiencing learning difficulties, his or her parents may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

### ***Special Education Referrals***

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

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

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written

consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications).)

### **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 Brandi Perkins at 281-689-4357, or [bperkins@splendoraisd.org](mailto:bperkins@splendoraisd.org).

For questions regarding post-secondary transitions, including transitions from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Brandi Perkins

Executive Director of Special Services

23419 FM 2090

Splendora, TX 77372

281-689-4357

[bperkins@splendoraisd.org](mailto:bperkins@splendoraisd.org)

### **Section 504 Referrals**

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,

- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

**Contact Person for Section 504 Referrals**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Brandi Perkins at 281-689-4357, or [bperkins@splendoraisd.org](mailto:bperkins@splendoraisd.org). [See A Student with Physical or Mental Impairments Protected under Section 504]

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

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

**Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education**

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) <https://pol.tasb.org/Home/Index/913> .]

### ***A Student Who Speaks a Primary Language Other than English***

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary classwork in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See Emergent Bilingual Students and Special Programs]

### ***A Student with Physical or Mental Impairments Protected under Section 504***

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 support 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** for more information.]

## **SECTION TWO: INFORMATION FOR PARENTS AND STUDENTS**

Topics in this section of the Student 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 Dianna Archer at 281-689-4387.

### **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 education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below—one dealing with compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit.

#### ***Compulsory Attendance***

##### **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 five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA <https://pol.tasb.org/Home/Index/913> .]

##### **Between Ages 6 and 18**

State law requires that a student who is at least six years of age, 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 the state assessment for his or her grade level and/or applicable subject area.

### **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.

### ***Exemptions to Compulsory Attendance (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 governmental office to obtain U.S. citizenship;
- Taking part in a US naturalization oath ceremony;
- Health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism services;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship (custody) of the state,
  - 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 for **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.

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

### **Secondary Grade Levels**

The district will excuse a student who is 15 years of age or older from attending school to visit a driver's license office to obtain a driver's license or learner license, provided that the district

may not excuse more than one day of school during the period the student is enrolled in high school for each of the following purposes: obtaining a driver's license; or obtaining a learner license. The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

In addition, a junior or senior student's absence of up to one day related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL) <https://pol.tasb.org/Home/Index/913> , the student receives approval from the campus principal, 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 absence 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.

The district will allow a student to be absent for up one day per semester during the student's junior year and one day during the student's senior year for a career investigation day to visit a professional at the individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

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 has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absence; 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.

### ***Failure to Comply with Compulsory Attendance (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 required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action. A student who is more than 30 minutes late to a block class or 10 minutes to a regular class will be considered absent.

### **Students with Disabilities**

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the

attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

### **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.

### **Between Ages 6 and 18**

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Traci Mixon, Truancy and Residency Officer. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against the 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 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) <https://pol.tasb.org/Home/Index/913> .]

### ***Attendance for Credit or Final Grade (Kindergarten–Grade 12)***

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, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile

court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC <https://pol.tasb.org/Home/Index/913> .]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject. ·
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance— Exemptions to compulsory attendance and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student’s parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee’s decision to the board by following policy FNG(LOCAL) <https://pol.tasb.org/Home/Index/913> .

***Official Attendance-Taking Time (All Grade Levels)***

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Elementary campuses Official Attendance time is 9:30 AM.

Splendora Junior High Official Attendance time is 9:15 AM.

Splendora High School Official Attendance Time is 10:00 AM.

Students who travel to college are on a different Attendance Track and their Official Attendance Time is 12:35 PM.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

### ***Documentation after an Absence (All Grade Levels)***

When a student is absent from school, the student - upon arrival or return to school must provide documentation within three days as to why the student was absent. An excuse may be submitted via Skyward, emailed to the Attendance Clerk, or student may turn in excuse notes to the attendance office. The note/excuse must have the student name, date/s of absence/s and reason for absence/s, as well as signature of doctor and or parent. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor by state law.

Each campus will excuse 3 parent notes a year. Up to three (3) consecutive absences with one note will be allowed. If students are absent for more than three days, parent must present a doctor's note, or have the parent note excused by the campus administrator. After the 3rd parent note received for the year, the absence/s must be approved by campus administrator or will be marked as unexcused. All absences without excuse will be marked unexcused. **Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

### ***Excused Absences***

A note regarding the following reasons must be provided for an absence to be excused.

- Personal Illness
- Funeral
- Emergency in immediate family
- illness of the student's child
- Sent home by school nurse
- Authorized by school sponsored activities. A student may receive excused absences for participating in off- campus activities. Without the permission of the student's assistant principal, a student will not be permitted to participate in activities that would result in the student being absent from any class more than 10 times a school year.
- Ongoing medical or psychiatric treatment
- Olympic-caliber competition (with application approved by principal; up to 10 days per school year)
- Homeland security and visa appointment (passport/INS/visa/residency; with documentation requiring appearance and proof of attendance).
- Any other absences considered to be exemptions from compulsory attendance.

### ***Unexcused Absences***

An absence for any reason other than those listed above under Excused Absences shall be classified as unexcused. Absences that are initially classified as unexcused may be changed to excused if the parent/guardian sends or emails a note stating the reason, within three school

days after returning from the absence. Campus administrators may review extenuating circumstances other than those listed above and determine if they may be excused.

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

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school 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. [See policy FEC(LOCAL) <https://pol.tasb.org/Home/Index/913> .]

***Tardiness***

A student who is tardy to school or to class may be assigned disciplinary action in accordance with the District's Code of Conduct.

***College Visits***

High school students who meet the following criteria will be allowed to have one (1) excused day of absence per semester for a college visit during their junior and senior years:

1. The student must have passed the required parts of the STAAR/EOC test for the previous year.
2. The student must be on track to graduate on time.
3. The student is classified as a junior or senior based upon credits earned.
4. The student is passing all course work.
5. The student has no truancy or other attendance problems.
6. The student is not in a DAEP placement or assigned to a JJAEP.

Students must submit a written request at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval

granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major examinations are scheduled, and no partial days will be approved. If prior approval is granted, verification of the visit must be submitted for the absence to be recorded as excused. If the college visit cannot be made on the date specified on the approved written request, a new request form must be submitted for consideration.

### ***Field Trip Absences***

Students participating in a field trip during school hours will not be counted as absent. Work missed for such activities is eligible for make-up, as are days missed for UIL competitions. Prior approval must be given for all students participating in a field trip. Students who are failing any class, or who have poor or unsatisfactory conduct/attendance, may not participate in a field trip or UIL activity. It will be the responsibility of the teacher or coach sponsoring the field trip or UIL activity to check all forms and student eligibility prior to the trip. Students who are failing a class do not have permission to miss that class for a field trip or UIL activity during school hours.

### ***Off Campus Athletics***

Off-campus permits for students participating in off-campus credit programs will be issued by the campus. A permission slip must be on file with campus administration granting permission for the student to leave campus during the school day.

### ***Leaving School Early Due to Illness***

If a student becomes ill while at school, the student should get a nurse's pass from his/her classroom teacher to go to the clinic.

Under no circumstances are students to leave school without proper authorization. A student leaving school for any reason must sign out in the office. Failure to follow the procedure will warrant disciplinary action for truancy.

### ***Driver License Attendance Verification (Secondary Grade Levels Only)***

For a student between the ages of 16 and 18 to obtain a driver's license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver's license. When students have excessive absences, the school administration will make the final determination if the VOE will be issued.

## **Accountability under State and Federal Law (All Grade Levels)**

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

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

This information can be found on the district's website at [www.splendoraisd.org](http://www.splendoraisd.org) . Hard copies of any reports are available upon request to the district's administration office.

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

## **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. Contact the principal for information about this opportunity

## **Bullying (All Grade Levels)**

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 a 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 enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done 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.

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 needs 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 campus principal.

### ***Reporting Procedures***

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student may anonymously report an alleged incident of bullying by using the tip line on the school district website, <https://www.splendoraisd.org/Page/458>.

The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. 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 student who witnessed 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 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 student may also be transferred to another campus in the district.

The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments.**]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL) <https://www.splendoraisd.org/Page/458>.

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, 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.]

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

The district offers career and technical education programs in the following areas:

- Agriculture, Food and Natural Resources;
- Architecture & Construction;
- Arts, Audio Visual & Communication;
- Business Marketing & Finance;
- Manufacturing;
- Transportation, Distribution & Logistics;
- Education & Training;
- Health Science;
- Hospitality & Tourism;
- Health Science;
- Engineering;
- Law & Public Service.

Admission to these programs is based on prerequisites, approval from a teacher and/or administrator.

The district offers other work-based programs in the following areas:

- Agriculture, Food and Natural Resources;
- Architecture & Construction;
- Arts, Audio Visual & Communication;
- Business Marketing & Finance;
- Manufacturing;
- Transportation, Distribution & Logistics;
- Education & Training;
- Health Science;
- Hospitality & Tourism;
- Health Science;
- Engineering;
- Law & Public Service.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, 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 Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

For more information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See Nondiscrimination Statement for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

## **Celebrations (All Grade Levels)**

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss this with the child's teacher prior to bringing any food in this circumstance.

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

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

The district has established a plan for addressing child sexual abuse, trafficking and other maltreatment of children, which may be accessed at the counselor's office at each campus. Trafficking includes both sex and labor trafficking.

### **Warning Signs of Sexual Abuse**

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

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

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

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

Be aware that children and adolescents who have experienced dating violence

may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence and Sex Trafficking.]

### **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, although 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;
- Owing 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 Sexual Abuse, Trafficking, and Other Maltreatment of Children**

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

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

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

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County \(http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp\)](http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp).

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

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

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 Factsheet](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)(<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor’s Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking)(<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)(<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/)(<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)(<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>)

## **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)**

Recognition for academic honors shall be given to the following graduating seniors:

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation and have continuous attendance through graduation. Continuous attendance means that a student cannot withdraw from the District high school for more than one grading period during his or her junior or senior year;
2. Be graduating after exactly eight semesters of enrollment in high school;
3. Have completed the foundation program with the distinguished level of achievement; and
4. Have no major discipline offense during the senior year. Offenses that might result in disqualification shall be referred to a committee composed of the principal, the senior counselor, and a high school teacher.

### *Ties*

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

### **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 honor graduate certificate from the state of Texas.

Grade point averages (GPA) and class rankings are computed at the end of each semester of

high school. The student with the highest GPA in the class has the highest rank. GPA calculations begin in the ninth grade and are cumulative until the end of the 3rd nine weeks of the twelfth grade. For students entering the 9th grade for the fall of 2023 school year, their final GPA will be calculated at the end of the first semester of their senior year.

High school courses taken in the summer after completion of eighth grade shall be included in a student's rank, but high school courses taken in the seventh or eighth grade shall not be included. A listing of these courses is found in the course catalog.

For an explanation regarding GPA calculation and course weight information, see the [course catalog](#).

For the SISD Board Policy concerning class rank, please see policy EIC <https://pol.tasb.org/Home/Index/913> .]

## **Class Schedules (Secondary Grade Levels Only)**

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

## **College and University Admissions and Financial Aid (Secondary Grade Levels Only)**

For two school years following 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:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program on page 60]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer of 2023 term through the spring 2025 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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.

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 the following:

- Automatic college admission;
- Curriculum requirements for financial aid;
- 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;
- 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 **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), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Lone Star College, Kingwood, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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. 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 or IB exam fees. See **Fees (All grade levels)** for more information.

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

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.

## **Communications—Automated**

### ***Emergency***

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.]

### ***Non Emergency***

Your child's school will request that you provide contact information, such as your phone number, address and email address, 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 your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in the 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. [See **Safety** for information regarding contact with parents during an emergency.]

## Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at <https://pol.tasb.org/Home/Index/913> . A copy of the complaint forms may be obtained in the principal's or superintendent's office or at [https://www.splendoraisd.org/cms/lib/TX02203815/Centricity/Domain/66/9-27-16%20Student\\_Grievance\\_Forms.pdf](https://www.splendoraisd.org/cms/lib/TX02203815/Centricity/Domain/66/9-27-16%20Student_Grievance_Forms.pdf) . 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 the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the Director of Student Services. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Following are the steps to resolve all complaints:

### Step 1. Contact the Staff Member

The most direct route to resolving a concern is to confer directly with the person involved, (teacher, coach, etc.)

### Step 2. Contact the Campus Administrator

The principal/designee will be responsible for the school's operation. Explanations of policies and procedures, various clarifications and all types of campus information are available in campus administration offices.

### Step 3. Contact the Student Services Office

The Student Services Department may be reached at 281-689-4387. This step should be taken only if steps one and two above have not resolved your concern.

If you have gone through the previous informal steps of problem-solving and have not met a satisfactory conclusion, you may then move into the formal process by filing the Level 1 Complaint Form with the campus principal.

After you have gone through the first formal step of problem-solving and have not met a satisfactory conclusion, you may then move into the next formal process by filing the Level 2 Appeal Form with the Director of Student Services.

If you have gone through the Level 1 and Level 2 formal steps of problem-solving and have not met a satisfactory conclusion, you may continue in the formal process with the Board of Trustees by filing the Level 3 Appeal Form with the Superintendent's office. All these forms can be found on the District website.

Some complaints and/or concerns require different procedures as listed below. Any campus office, or Student Services, can provide information regarding specific processes for these complaints and concerns. Additional information can also be found in the designated board policy, available in the principal's and Superintendent's office or on the District's website.

## **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—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

### ***Campus Behavior Coordinator***

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. The campus behavior coordinator at each district campus is the principal or designee.

### ***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.

### ***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.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

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

## **Counseling**

The district has a comprehensive school counseling program that includes:

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

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

### **Academic Counseling**

#### **Elementary and Middle / Junior High School Grade Levels**

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

#### **High School Grade Levels**

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;

- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

### **Personal Counseling (All Grade Levels)**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should schedule an appointment through the main office of each campus. 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.

### **Course Credit (Secondary Grade Levels Only)**

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

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

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

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 the school counselor and policy EHDB(LOCAL) <https://pol.tasb.org/Home/Index/913> .

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC <https://pol.tasb.org/Home/Index/913> .]

#### ***Students in Grades 1–5***

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

#### ***Students in Grades 6–12***

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

## **Dating Violence, Discrimination, Harassment, and Retaliation (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 or at <https://pol.tasb.org/Home/Index/913> . [See policy FFH.]

### ***Dating Violence***

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

Examples of dating violence against a student may include, but are not limited to:

- physical or sexual assaults;
- name-calling;
- put-downs;
- threats to hurt the student, the student's family members, or members of the student's household;
- destroying property belonging to the student;
- threats to commit suicide or homicide if the student ends the relationship;
- threats to harm a student's past or 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) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

### ***Discrimination***

Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law.

### ***Harassment***

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct 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.
- Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

### ***Sexual Harassment and Gender-Based Harassment***

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to:

- offensive jokes, name-calling, slurs, or rumors;
- physical aggression or assault;
- threatening or intimidating conduct; or
- other kinds of aggressive conduct such as theft or damage to property.

### ***Retaliation***

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

### ***Reporting Procedures***

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation and any other person who believes that a student has experienced prohibited conduct should immediately report the problem to a teacher, school counselor,

principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL)]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parent 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 parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH <https://pol.tasb.org/Home/Index/913>.

### ***Investigation of Report***

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

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL) <https://pol.tasb.org/Home/Index/913>.

### ***Hazing***

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

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

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

## **Distance Learning All Grade Levels**

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

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

### ***Texas Virtual School Network (TXVSN) (Secondary Grade Levels)***

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 56.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

### ***School Materials***

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

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

### ***Non School Materials***

#### **From Students**

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool 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 one bulletin board as the location for approved non school materials to be placed for voluntary viewing or collection by students. [See policy FNAA <https://pol.tasb.org/Home/Index/913> .]

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

#### **Non-School Materials - From Others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA <https://pol.tasb.org/Home/Index/913> . To be considered for distribution, any

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

Prior review will not be required for:

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

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

## **Dress and Grooming (All Grade Levels)**

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. The purpose of the Splendora ISD dress code is to create and maintain an atmosphere that is conducive to learning. Having standards for acceptable behavior and appearance fosters responsibility and prepares students for real world expectations. The administration and faculty shall have the right to appraise any current fashion or fad and determine whether it is appropriate for school wear.

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

Any student refusing to change or unable to change will be placed in OCI for the remainder of the day as well as incur the appropriate consequence as outlined in the above consequence ladder. The number for dress code offenses will reset at the change of the semester. The Dress Code can be found in the Code of Conduct.

## **Electronic Devices and Technology Resources (All Grade Levels)**

### ***Possession and Use of Personal Telecommunications Devices, Including Cell phones and other electronic devices***

For safety purposes, the district permits students to possess personal cell phones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

A student must have approval to possess other telecommunications devices such as laptops, tablets, or other portable computers or electronic devices.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office and may be charged a \$15 fee.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE <https://pol.tasb.org/Home/Index/913> .]

In limited circumstances and in accordance with law, a student's personal telecommunications device or personal electronic device may be searched by authorized personnel. [See **Searches** on page 88 and policy FNF <https://pol.tasb.org/Home/Index/913> .]

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

### ***Instructional Use of Personal Telecommunications and Other Electronic Devices***

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

during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### ***Acceptable Use of District Technology Resources***

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

### ***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 accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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.

## **End-of-Course (EOC) Assessments**

[See **Graduation** and **Standardized Testing**.]

## **Emergent Bilingual Students (All Grade Levels)**

A student who is an emergent bilingual student is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency

Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

## **Extracurricular Activities, Clubs, and Organizations (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.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 95.]

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 interdistrict 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 the 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 TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

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

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

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

- All College Board Advanced Placement (AP) courses and dual credit (DC) courses offered through our partnership with Lone Star College Kingwood (LSC-K)
  - A grade of 60-69 renders a student eligible for UIL participation
  - For any AP or DC course with a grade of less than 60, one waiver per course is allowed per semester.
- Pre-Advanced Placement (Pre-AP)
  - A grade of 60-69 must be earned to qualify for UIL exemption.
  - Only one Pre-AP class waiver is allowed per semester.
- If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.
- 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 is ineligible for other extracurricular activities for at least three weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 15 absences not related to post-district competition, a maximum of 8 absences for post-district competition prior to state, and a maximum of 5 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

### ***Standards of Behavior***

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

### **Fees (All Grade Levels)**

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

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

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

## Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE <https://pol.tasb.org/Home/Index/913> ]

## Gang-Free Zones (All Grade Levels)

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

## Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
7	Grade 10 (Sophomore)
4	Grade 11 (Junior)
21	Grade 12 (Senior)

## Grading Guidelines

### Secondary

#### Late Work Guidelines

Late work refers to any assignment that is not submitted during the student's scheduled class period, at the specific time designated by the teacher, on the day when the assignment is due, provided the student is present in class. This policy establishes a clear definition of late submissions and helps maintain consistency in handling assignments within Splendora Independent School District (ISD).

Late work must be submitted within a three-week timeframe from the original assignment due date, falling within the nine-week grading period. Late submissions will receive a maximum grade of 70% as per the guidelines outlined in this document.

#### Make-up Work

For each day a student is absent, they will be provided with a minimum of one day to make up missed assignments. However, at the teacher's discretion, extended time may be granted within the grading period.

### **Reassessment Guidelines**

#### **Whole Class Reassessment**

- In cases where 50% or more of the class fails an assessment, a whole-class reteach and reassess approach will be implemented, as per the guidelines outlined in this document. The original grade obtained by the students will not be recorded.

#### **Individual Student Reassessment**

- Students are responsible for requesting a reassessment directly from their teacher.
- Reassessment must be scheduled within a three-week timeframe from when the original grade was given, falling within the nine-week grading period. This policy allows students the opportunity to request a reassessment and make improvements on their initial performance within a reasonable timeframe.
- The new assessment will encompass the same content as the original assessment, but will vary in format, except for written responses. Written compositions are an exception to this format change.
- Students have the opportunity to request up to two major grades each 9-week grading period.
- Tutorial sessions will be provided as a resource for students, and it may be mandatory for students to attend a minimum of one tutorial session before requesting a reassessment.
- Reassessment opportunities may be denied if a student has any missing assignments that are deemed essential for their comprehension of the assessed content or skills .
- Reassessment should be conducted within a five-days time frame from the receipt of the original assessment grade, falling within the nine-week grading period.
- A maximum grade of 70% can be earned.

### **Assessment Guidelines**

All teaching staff are required to follow the guidelines outlined in the District Assessment Calendar. Modifications to the assessment procedures are only permitted if properly documented. Mock STAAR testing should be utilized solely for diagnostic purposes and no grade should be recorded in the grade book for these assessments.

### **Skyward Grading Scale**

Skyward is set up so that daily grades are weighted 60% and test grades are weighted 40%. Grades should be a reflection of the students' learning journey.

### **Major Grade Assignments**

Major assignments refer to complex tasks or assessments that generally take one to five days to complete. Students must receive advance notice of any activity or test that constitutes a major grade. Additionally, students will be informed of content covered on all assessments. Each

grading period will include a minimum of three major grades, providing a balanced assessment of student performance. Teachers are responsible for returning and reviewing major assignments with students within a timely manner. Major grade assignments may include:

- SBAs
- Projects
- Oral Reports/Presentations
- Final Essays/Compositions
- Research Papers
- End of Unit Assessments

**Minor Grade Assignments**

Minor assignments in Splendora Independent School District (ISD) include classwork, quizzes, and homework that typically require less than three days to complete. It is expected that teachers return and review these minor assignments with students in a timely manner, ensuring prompt feedback and an opportunity for students to learn from their work. Teachers are required to have a minimum of 10 minor assignments within each grading period, promoting regular assessment and engagement in the learning process.

<p style="text-align: center;"><b>Examples Major Tests Grades (Not an Exhaustive List)</b></p>	<p style="text-align: center;"><b>Examples Daily Grades (Not an Exhaustive List)</b></p>
<p>Unit Tests Projects Research Papers Final Drafts Essays Presentations Common Assessments (SBA) Common Formative Assessments (CFA) Lab Practicals Written Responses Performance Tasks Portfolios *Teachers will have the flexibility to make informed decisions based on their professional judgment and expertise regarding assessments, grading, and instructional practices.</p>	<p>Quizzes Graphic Organizers Rough Drafts Short pieces of Writing Exit Tickets Learning Logs Journal Entries Checkpoints within a larger project based assignment Performance Tasks Laboratory Write-Ups *Teachers will have the flexibility to make informed decisions based on their professional judgment and expertise regarding assessments, grading, and instructional practices.</p>

**Incomplete Grades**

*An incomplete (I) grade is assigned to students who have not completed the required work by the end of the nine weeks due to extended absences. The incomplete grade should be replaced with a final grade within a reasonable timeframe at the conclusion of the reporting period.*

Exceptions for extenuating circumstances may be granted by the campus administration. Students with an “incomplete” grade are ineligible for U.I.L. extracurricular activities until the “I” is replaced with a passing grade. This policy ensures that students are aware of the expectations and provides them with an opportunity to complete the necessary work and demonstrate their proficiency within a reasonable timeframe.

### **Advanced Academics**

Pre-Advanced Placement, Honors, Advanced Placement, and Dual credit Courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework.

### **Pre-AP Courses/Honors**

- Pre-AP/Honors students are held to the expectation of submitting all their work within the designated deadlines set by the teacher. However, the school acknowledges that extenuating circumstances may arise, and these situations will be handled on an individual basis. The school administration will carefully consider and address each case to ensure fairness and understanding while maintaining the overall expectation of timely completion for Pre-AP/Honor students.
- Students enrolled in Pre-AP/Honors courses may have the opportunity to reassess one major grade each grading period.

### **Dual Credit**

Grading guidelines for dual credit courses are set by Lone Star College-Kingwood.

### **AP Courses**

- AP students are held to the expectation of submitting all their work within the designated deadlines set by the teacher. AP courses follow a rigorous and extensive College Board curriculum that is designed to prepare students to take an AP exam with the goal of achieving college credit. However, the school recognizes that extenuating circumstances may arise, and these situations will be evaluated on an individual basis. The school administration will carefully consider and address each case to ensure fairness and understanding while upholding the overall expectation of timely completion for AP students.
- Students enrolled in AP courses do not have reassess opportunities.

### **Cheating and Plagiarism**

Cheating is defined as the act of giving or receiving information during a test or submitting duplicate work for assignments. The use of technology, such as computers, internet, cell phone, PDAs, or calculators to cheat or copy the work of another is prohibited. Plagiarism consists of using another person’s ideas or writing as one’s own. Plagiarism, which involves using someone else's ideas or writing as one's own, is cheating. Students found to be cheating will be referred

to their respective assistant principal for disciplinary action. This policy emphasizes the district's commitment to academic integrity and the consequences for violating these guidelines.

**Newcomers**

Grading exemptions for newcomer Emergent Bilingual (EB) students are not appropriate. The focus should be on instructional and classroom assessment practices for newcomer EB students that facilitate access to the curriculum and opportunities for varied methods for demonstrating content knowledge for grading purposes. Beginning levels of English language proficiency should not be a basis for failure or retention.

**Elementary**

**Content Graded**

Grades should represent student performance on TEKS (Texas Essential Knowledge and Skills) objectives in each subject area at the student’s grade level.

**Minimum Number of Grades**

There are a minimum number of grades required to accurately reflect student achievement during a grading period for subjects and grade levels. Grades will be entered on a weekly basis.

- 3 Major Grades in ELAR/Math
- 2 Major Grades in Science/SS
- Minimum of 9 Daily Grades ELAR/Math
- Minimum of 6 Daily Grades Science/SS

**Grading Percentages/Weights**

**Grades 2-5**

Skyward is set up so that daily grades and major test grades are weighted equally and should be a reflection of the students’ learning journey. A grade may not count more than 2 times for any one assignment.

<p style="text-align: center;"><b>Examples Major Tests Grades (Not an Exhaustive List)</b></p>	<p style="text-align: center;"><b>Examples Daily Grades (Not an Exhaustive List)</b></p>
<p>Unit Tests Projects Research Papers Final Drafts Essays Presentations Common Assessments (SBA)</p>	<p>Quizzes Graphic Organizers Rough Drafts Short pieces of Writing Exit Tickets Learning Logs Journal Entries</p>

<p>Common Formative Assessments (CFA)                  Lab Practical                  Written Response                  Performance Tasks                  Portfolios                  *Teachers will have the flexibility to make informed decisions based on their professional judgment and expertise regarding assessments, grading, and instructional practices.</p>	<p>Check Points within a larger project based assignment                  Performance Task                  Laboratory Write-Ups                  *Teachers will have the flexibility to make informed decisions based on their professional judgment and expertise regarding assessments, grading, and instructional practices.</p>
---	--

**Late Work Guidelines**

Late work refers to any assignment that is not submitted during the student's scheduled class period, at the specific time designated by the teacher, on the day when the assignment is due, provided the student is present in class. This policy establishes a clear definition of late submissions and helps maintain consistency in handling assignments within Splendora Independent School District (ISD).

- Opportunities will be offered for students to complete late work within the designated time frame, such as but not limited to:
  - Before school
  - After school

Within the 9 week grading cycle, late work must be completed within 3 days of the assignment due date. After the 3 days, a grade will be assigned based on what has been completed.

**Make-up Work**

For each day a student is absent, they will be provided with a minimum of one day to make up missed assignments. However, at the teacher's discretion, extended time may be granted within the grading period.

**Reassessment Guidelines**

**Whole Class Reassessment**

- In cases where 50% or more of the class fails an assessment, a whole-class reteach and reassess approach will be implemented, as per the guidelines outlined in this document. The original grade obtained by the students will not be recorded.

**Individual Student Reassessment**

- Students are responsible for requesting a reassessment directly from their teacher.
- Reassessment must be scheduled within a three-week timeframe from when the original grade was given, falling within the nine-week grading period. This policy allows students the opportunity to request a reassessment and make improvements on their initial performance within a reasonable timeframe.

- The new assessment will encompass the same content as the original assessment, but will vary in format, except for written responses. Written compositions are an exception to this format change.
- Students have the opportunity to request up to two major grades each 9-week grading period.
- Tutorial sessions will be provided as a resource for students, and it may be mandatory for students to attend a minimum of one tutorial session before requesting a reassessment.
- Reassessment opportunities may be denied if a student has any missing assignments that are deemed essential for their comprehension of the assessed content or skills .
- Reassessment should be conducted within a five-days time frame from the receipt of the original assessment grade, falling within the nine-week grading period.
- A maximum grade of 70% can be earned.

### **Assessment Guidelines**

All teaching staff are required to follow the guidelines outlined in the District Assessment Calendar. Modifications to the assessment procedures are only permitted if properly documented. Mock STAAR testing should be utilized solely for diagnostic purposes and no grade should be recorded in the grade book for these assessments.

### **Grading Scale**

#### **Academics**

90 – 100 indicates outstanding achievement or “A” work

80 – 89 indicates good achievement or “B” work

75 – 79 indicates average achievement or “C” work

70 – 74 indicates poor achievement or “D” work

Below 70 indicates failure or non-mastery

#### **Cheating and Plagiarism**

Cheating is defined as the act of giving or receiving information during a test or submitting duplicate work for assignments. The use of technology, such as computers, internet, cell phone, PDAs, or calculators to cheat or copy the work of another is prohibited. Plagiarism consists of using another person’s ideas or writing as one’s own. Plagiarism, which involves using someone else's ideas or writing as one's own, is cheating. Students found to be cheating will be referred to their respective assistant principal for disciplinary action. This policy emphasizes the district's commitment to academic integrity and the consequences for violating these guidelines.

### **Grade Reporting**

All students will receive a progress report and a report card according to the district schedule. It is best practice to contact parents if there is a drastic change between the progress report and the report card.

### **Standards Based Grading K-1**

- [Report Cards and Progress Report](#)

## Dual Language

Dual Language (DL) students will receive grades that represent their performance on TEKS (Texas Essential Knowledge and Skills) objectives in each subject area in both English and Spanish.

### Dual Language Grading Guidelines

Because DL students are learning content and language at the same time, teachers use linguistically differentiated assessment or accommodations to measure the acquisition of academic knowledge and skills in students' second language. The differentiated assessment is based on students' second language proficiency level. Some examples of differentiated assessment and accommodations are reduced wording in a reading passage, fewer questions or answer choices, extra time, and the use of a bilingual dictionary. Translation is not an accepted differentiated assessment option. Because conceptual understanding is primarily assessed in both languages, English and Spanish grades should NOT vary greatly as teachers are measuring the same knowledge or skill, and not second language development.

### Second Language Development Table (SLDT)

Each nine weeks, DL students will receive an addendum to their report card describing the student's current second language proficiency level, and specific comments about their language development progress in that grading period. In the SLDT, the student's second language proficiency level is reported in the areas of listening, speaking, reading, and writing. The second language proficiency levels will include Pre-emergent, Emergent, Developing, and Independent. The SLDT will be part of the student's permanent folder.

### Homework Policy

- Homework is work assigned to be completed at home and **will not be graded**.
- No new concepts should be included in homework assignments. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and supports a home/school connection. It should be purposeful, related to classroom experiences, and be age and grade appropriate.
- The purpose and directions for the assignment need to be clearly communicated, and should be preceded by instruction that adequately prepares the child to complete the task independently and successfully.
- Homework is not to be assigned on weekends or before holidays with the exception of previously scheduled special reports and/or projects.
- Teachers assign homework on an as needed basis, thus not all teachers will assign homework.

### **Core and Non-Core Subjects**

Core subjects are ELAR (English, Language Arts, and Reading), SLAR (Spanish, Language Arts, and Reading), Math, Science, and Social Studies.

All non-core subjects should be graded as E, S, or N, including Art, PE, Music, and conduct (which will be given by the homeroom teacher).

In grades K – 1<sup>st</sup> E, S, or N, should also be used for science and social studies nine week grades as these subjects are usually taught using cooperative groups, subject integration strategies, and classroom participation.

## **Graduation (Secondary Grade Levels Only)**

### ***Requirements for a Diploma***

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- 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(SBOE).
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

### ***Testing Requirements for Graduation***

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

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

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not

met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

### **Foundation Graduation Program**

Every student in a Texas public school 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. A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student.

State law and rules generally prohibit 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 parent may request that the student graduate without 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.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her 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 license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

### Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives, one must be a Technology credit	5	7
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

Additional considerations apply in some course areas, including:

- **Mathematics.** 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 to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or other 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 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### **Available Endorsements**

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

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

### ***Financial Aid Application Requirement***

#### ***FAFSA or TASFA***

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

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

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

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student may 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 is a requirement for 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 review [TEA's Graduation Toolkit](#).

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment to the student's parent.

### ***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 to enroll in courses for the upcoming school year.

**Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

### ***Certificates of Coursework Completion***

A certificate of coursework completion will 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***

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

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

whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive a 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. [See policy FMH(LEGAL)]

### ***Graduation Activities***

Graduation activities will include:

- Senior Awards Night
- Senior Trip
- Graduation Practice
- Graduation Ceremony

Students need to be aware that participation in the Senior Trip, Graduation Practice and Ceremony is a privilege which may be revoked by participation in serious misbehavior toward the end of the school year.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. 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.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program will be the last instructional day, and the student will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order or unless the student's reason for placement prohibits attendance on campus or at 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. [See FNA(LOCAL)]

### ***Graduation Expenses***

Because students and parents will incur expenses 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 are often incurred in the junior year or first semester of the senior year.

### ***Scholarships and Grants***

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

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

## **Health Related Matters**

### **Illness (All Grade Levels)**

When your child is ill, please contact the school to let us know he or she will not be attending that day. State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

### **Immunization (All Grade Levels)**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

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

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

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

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

### ***Head Lice (All Grade Levels)***

Head lice, although not an illness or a disease, is very common among children and is spread through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store.

After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent lice from returning.

Students must be free of lice and live nits before they will be allowed to return to school.

Notice will also be provided to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from <https://www.headlice.org/>.

[See policy FFAA <https://pol.tasb.org/Home/Index/913> ]

### **Medicine at School (All Grade Levels)**

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container
- 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.

- 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.

An elementary and secondary student may possess and self apply sunscreen to avoid overexposure to the sun.

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. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

### **Asthma and Severe Allergic Reactions**

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

### ***Unassigned Opioid Antagonists***

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [school personnel and/or school volunteers] 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.

### **Steroids (Secondary Grade Levels Only)**

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

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

### **Mental Health Support (All Grade Levels)**

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

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

Splendora ISD uses the following programs to address mental and behavioral health and substance abuse concerns:

Texas Child Health Access through Telemedicine - The TCHAT Program is designed to deliver free telemedicine services for students to assist with identifying or assessing mental health needs and providing access to mental health care services. Services include: Assessment & Triage, Brief Interventions, Connection to community based providers

BASE Education- is an online platform for secondary students used to deliver lessons that support overall student wellness, social skills, and self regulations.

Quaver - is an online platform for elementary students used to deliver lessons that support overall student wellness, social skills, and self regulations.

Catch My Breath -evidence based prevention program utilized in grades 5-12.

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 district's mental health liaison for further information.

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.

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 the use of psychotropic drugs. 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 <https://pol.tasb.org/Home/Index/913> ]

For related information, see:

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

See policies FB, FFH, and GKD for more information <https://pol.tasb.org/Home/Index/913>

## Physical Activity Requirements

### Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, <https://pol.tasb.org/Home/Index/913> the district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

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

### Junior High / Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, <https://pol.tasb.org/Home/Index/913> the district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

### **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.

### **Physical Fitness Assessment (Grades 3–12)**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to Deana Eubanks, Splendora ISD Athletic Director, to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

### ***Physical Health Screenings/Examinations***

#### ***Athletics Participation (Secondary Grade Levels Only)***

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

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

This examination is required to be submitted annually to the district.

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

See the UIL’s explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

### ***Spinal Screening Program***

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

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)<https://pol.tasb.org/Home/Index/913> or contact the superintendent.

[See policy FFAA <https://pol.tasb.org/Home/Index/913> ]

### **Special Health Concerns (All Grade Levels)**

#### ***Bacterial Meningitis (All Grade Levels)***

Please see the district's website at [www.splendoraisd.org](http://www.splendoraisd.org) for information regarding meningitis.

**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.

[See Immunization.]

#### ***Diabetes***

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) <https://pol.tasb.org/Home/Index/913> for more information.]

#### ***Food Allergies (All Grade Levels)***

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

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

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting Charles Rawls, Child Nutrition Director at 281-689-3124.

[See **Celebrations** and policy FFAF <https://pol.tasb.org/Home/Index/913> for more information.]

### **Seizures (All Grade Levels)**

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

For more information, see “A Student with Physical or Mental Impairments Protected under Section 504”.

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

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA <https://pol.tasb.org/Home/Index/913> ]

## **Health-Related Resources, Policies, and Procedures**

### **Physical and Mental Health Resources (All Grade Levels)**

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

- The campus nurse;
- The campus school counselor;
- The local public health authority, Montgomery County Public Health District, which may be contacted at 936-523-5020.
- The local mental health authority, TriCounty Behavioral Healthcare, which may be contacted at 936-521-6100.

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district’s policy manual, available at <https://pol.tasb.org/Home/Index/913>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Troy Reynolds

Director of Federal Programs and Compliance

23419 FM 2090

Splendora, TX 77372

832-689-4002

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from the Communications Department at 281-689-4358.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at <https://www.splendoraisd.org/Page/165> .

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

### **Student Wellness Policy/Wellness Plan (All Grade Levels)**

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) <https://pol.tasb.org/Home/Index/913> 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:

*Lisa Foster*

*SHAC Facilitator*

*281-689-4358.*

## **Identification Badges**

All students are required to display a school issued identification badge above their waist at all times during school hours. At the beginning of the school year, each student shall be issued an identification badge at no cost.

### **For Elementary Students (Grades Pre-K-5th):**

Students are required to keep their ID badges at school at all times. Replacement ID's will be handled by each campus.

### **For Secondary Students (Grades 6th-12th):**

After a student has been issued their second temporary ID, a replacement ID must be purchased for \$3.00 and discipline action may be taken.

## **Law Enforcement Agencies (All Grade Levels)**

The Splendora ISD Police Department's primary goal is the safety and security of the students, staff and properties of the District. Police officers commissioned by the District have the powers, privileges and immunities of peace officers and enforce all laws including federal and state laws within the guidelines set forth by the board.

### ***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 administration 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.
- Ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- 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 law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

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

### ***Notification of Law Violations***

The district is required by state law to notify

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

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

### **Leaving Campus (All Grade Levels)**

Student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. 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 be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place 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 areas unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized

adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. 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***

All Splendor ISD campuses are closed; no students are allowed to leave at lunch without a parent.

### ***At Any Other Time during the School Day***

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

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

## **Lost and Found (All Grade Levels)**

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

## **Makeup Work**

### **DAEP Makeup Work**

#### **Elementary and Middle / Junior High School Grade Levels**

A student removed from the regular classroom to in-school suspension or another setting 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.

#### **Grades 9–12**

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) <https://pol.tasb.org/Home/Index/913> ]

#### ***In-School Suspension (ISS) Makeup Work (All Grade Levels)***

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

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) <https://pol.tasb.org/Home/Index/913> .] [See Secondary and Elementary Grading Guidelines].

## **Nondiscrimination Statement**

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to

admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dianna Archer, Director of Student Services, 281-689-4387, [darcher@splendoraisd.org](mailto:darcher@splendoraisd.org).

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL) <https://pol.tasb.org/Home/Index/913>.

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Brandi Perkins

Special Services Director

23419 FM 2090

Splendora, TX 77372

281-689-3128

- For all other concerns regarding discrimination, see the superintendent:

Dr. Jeff Burke  
23419 FM 2090  
Splendora, TX 77372  
281-689-3128.

[See policies FB, FFH, and GKD for more information  
<https://pol.tasb.org/Home/Index/913> ]

## Parent and Family Engagement (All Grade Levels)

### *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 and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office 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. [For further information, see policy GKG and **Volunteers.**]
- Participating in campus parent organizations. Parent organizations include: PTO's and Booster Clubs.
- 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 <https://pol.tasb.org/Home/Index/913> , and contact your campus principal.

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, <https://pol.tasb.org/Home/Index/913> 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. Regular board meetings are held on the third Monday of each month at 6:30 PM at the SISD Administration Building at 23419 FM 2090. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the SISD Administration Building and online at [www.splendoraisd.org](http://www.splendoraisd.org) . [See policies at BE and BED for more information <https://pol.tasb.org/Home/Index/913> ]

### **Parking and Parking Permits (Secondary Grade Levels Only)**

A student must present a valid driver’s license and proof of insurance to be eligible for a parking permit. Students must request a parking permit and pay a fee of \$30.00 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed;
- Double-park;
- Park across a white or yellow line;
- Park in a fire lane;
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 16.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information <https://pol.tasb.org/Home/Index/913> ]

## **Prayer (All Grade Levels)**

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 proficiency. In making promotion decisions, the district will consider:

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

### **Prekindergarten —Grade 3**

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

### **Elementary and Middle / Junior High Grade Levels**

In determining promotion, a district shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and
4. Any other necessary academic information, as determined by the district. Education Code 28.021(a), (c)[See policy EIE <https://pol.tasb.org/Home/Index/913> ]

For any student who does not pass the STAAR test in grade 3,4,5,6 or 8 in math or reading:

- An Intensive Plan of Instruction is created for each student
- 30 hours of tutoring is provided for each subject
- An Accelerated Learning Committee is conducted for each student

A personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

### **High School Grade Levels**

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will advance to a grade level based on the number of course credits earned. [See **Grade Level Classification**.]

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

### **Repeating a High School Credit**

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.

Only the student's first passing grade will be included in the calculation of class ranking.

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

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 9 weeks.

At the end of each three weeks of a grading period, an electronic progress report or report card will be generated and available through the Skyward Family Access portal. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent

will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** 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) <https://pol.tasb.org/Home/Index/913> 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) <https://pol.tasb.org/Home/Index/913> .

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

## **Required State Assessments**

### **STAAR (State of Texas Assessments of Academic Readiness) for 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

### **Standardized Testing for a Student Enrolled Above Grade Level**

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

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

### **High School Courses End-of-Course (EOC) Assessments**

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

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules. There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

**Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)**

STAAR and EOC assessments are administered electronically. A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district.

Requests will be granted in the order in which they are received. Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

For more information, see the principal, school counselor, or special education director.

**Standardized Testing for a Student in Special Programs**

Certain students — some with disabilities and some classified as emergent bilingual students — 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.

### **Failure to Perform Satisfactorily on a 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 subsequent school year by:

- 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.

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.

### **Personal Graduation Plan - Junior High School Students**

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

### **Safety (All Grade Levels)**

Student safety on campus, at school-related events, and in 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 any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by filing a report
- 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.
- All students are required to wear ID badges. If an ID badge is lost, a student can get a temporary badge for the day from the office or buy a new ID badge.

### ***Accident Insurance***

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

### ***Insurance for Career and Technical Education (CTE) Programs***

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

### ***Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies***

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

There may be a need to evacuate the building due to emergency conditions. In each room of the school, an evacuation route map should be posted near the exit door. The map details the appropriate route to use for evacuating the building. The routes for evacuation are designed to avoid overcrowding. Alternate routes should be anticipated and reviewed to avoid possible confusion during an evacuation.

Students are to remain with the teacher who facilitates the evacuation. In leaving the building, students are to move in a safe and orderly manner away from the building to the outer perimeter of the campus that is closest to the exit point. All doors and windows should be closed upon evacuation. Students are to take nothing except their valuables. Students are urged to consider the seriousness of drills. Evacuation drills are preparation for the reality of fire or imminent disasters. The school administration, faculty and staff, therefore, ask each student's absolute cooperation in abiding by the rules set forth in this section of the handbook. No person should re-enter the building until the all-clear signal is given.

***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 certification.

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

***Emergency Medical Treatment and Information***

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

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

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

The emergency care authorization form will be used by the district when a student’s parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

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

***Emergency School-Closing Information***

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

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.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

1. District Facebook/Twitter
2. District website [www.splendoraisd.org](http://www.splendoraisd.org)
3. Parent Notification System
4. Local New Stations

[See Communications-Automated, Emergency for more information.]

## **School Facilities**

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB <https://pol.tasb.org/Home/Index/913> , students must leave campus immediately.

### ***Conduct Before and After School (All Grade Levels)***

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic 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 (All Grade Levels)***

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass issued by a staff member 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 a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use throughout the school day with a teacher permit.

**Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Eric Reimer

Maintenance Director

26267 FM 2090

281-689-4446

**Food and Nutrition Services (All Grade Levels)**

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

Some students are eligible for free and reduced-price meals based on financial need. 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 requests the student's information 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 free or reduced-price meal services, contact:

Charles Rawls

Child Nutrition Director

26267 FM 2090

281-689-4451

[See policy CO <https://pol.tasb.org/Home/Index/913> for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

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 (including gender identity and sexual orientation), 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, audiotape, 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:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: [Program.Intake@usda.gov](mailto: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 (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. 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.

### ***Vending Machines (All Grade Levels)***

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal. [See policy FFA <https://pol.tasb.org/Home/Index/913> for more information.]

### **Pest Management Plan (All Grade Levels)**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Eric Reimer

Maintenance Director

26267 FM 2090

281-689-4446

### ***Meetings of Non Curriculum-Related Groups (Secondary Grade Levels Only)***

Student-organized, student-led non curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL) <https://pol.tasb.org/Home/Index/913> . A list of these groups is available in the principal's office.

### **School-sponsored Field Trips (All Grade Levels)**

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

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

The district may ask the parent to provide information about a student’s medical provider and insurance coverage, and may also ask the parent 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 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**

### ***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.

### ***Searches in General (All Grade Levels)***

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

District officials may conduct searches of students, their belongings, and their vehicles in accordance with 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 person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

### ***Vehicles on Campus(Secondary Grade Levels Only)***

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

### ***Metal Detectors (All Grade Levels)***

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

### ***Trained Dogs (All Grade Levels)***

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

### ***Telecommunications and Other Electronic Devices (All Grade Levels)***

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ <https://pol.tasb.org/Home/Index/913> 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) <https://pol.tasb.org/Home/Index/913> and **Electronic Devices and Technology Resources** for more information.]

### ***Trained Dogs (All Grade levels)***

The district may 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

### ***Drug Testing (Secondary Grade Levels Only)***

The district's policy FNF(LOCAL) <https://pol.tasb.org/Home/Index/913> addresses board authorization for drug testing of students as described in the policy.

### ***Special Programs (All Grade Levels)***

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, emergent bilingual learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services

offered in the district or by other organizations. A student or parent with questions about these programs should contact Carrie Garza at (281) 689-4449.

## Standardized Testing

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

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

**Note:** 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 end-of-course testing requirements 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.

## Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: High School varsity home football games, pep rallies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL <https://pol.tasb.org/Home/Index/913>).

[See policy FNA(LOCAL) <https://pol.tasb.org/Home/Index/913> regarding other speaking opportunities and **Graduation** for information related to student speakers at graduation ceremonies.]

## **Substance Abuse Prevention and Intervention (All Grade Levels)**

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

## **Suicide Awareness and Mental Health Support (All Grade Levels)**

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

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

## **Tardies (All Grade Levels)**

A student who is tardy to class minutes may be assigned to detention hall or given another appropriate consequence.

### **SISD Tardy Guidelines**

It is very important that students proceed to class in a timely manner. In order to prompt student attendance the following guidelines will be used regarding campus tardy policies. Campus tardy policies will adhere to the following guidelines:

1. Tardy policies will be reviewed with parents, teachers and students at the beginning of the year and again at the beginning of a semester.
2. Tardy policies will be included in the campus handbooks and posted clearly for students, parents and staff members to see.
3. At the principal's discretion, "Tardy Sweeps" will be announced. At that time, any student who is tardy will be assigned to detention regardless of how many tardies have been accumulated.
4. Students will not be suspended (out of school suspension) for tardiness or truancy. Tardy counts start over every 9 weeks.
5. The campus tardy plan will include all staff responsibilities for monitoring students during passing periods. Areas to monitor will include: restrooms, gymnasiums, hallways, classrooms and all common areas.

6. Teachers should not “hold over” any students from a previous class period or allow them to be late without issuing a written permit. All staff members will be involved in encouraging students to get to class on time.
7. Campus administration will monitor tardiness weekly. Consequences will be issued for excessive tardiness. All students with excessive tardiness will be subject to disciplinary action.
8. All student tardiness will be documented.
9. For elementary students, a parent or guardian must sign in with the front/attendance if their student arrives at school after 8:30 AM.

Campus administration will use discretion on a case-by-case basis for the need to excuse tardiness and assign consequences. Administrators may choose from each level a consequence to issue for tardiness.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services. The district selects instructional materials in accordance with state law and policy EFA. The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care as directed by the teacher. 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 (All Grade Levels)**

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

The Superintendent is authorized to investigate and approve transfer between schools.

[See **Bullying** , and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

Inter-district and intra-district transfers will be considered each year. Information is available on the District's website. Transportation is not provided for transfer students.

The District has the right to revoke the transfer of a student who fails to maintain an acceptable level of attendance or compliance with the Student Code of Conduct/Student Handbook. Reasons a transfer may be revoked include, but are not limited to:

- truancy
- discipline issues
- excessive tardiness
- late/early pickups
- unexcused absences
- falsification of enrollment or application information
- removal from a program for which the transfer was approved

A transfer student shall be notified in the transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the transfer agreement may result in a transfer request being revoked.

## **Transportation (All Grade Levels)**

### ***School-sponsored Trips***

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

### ***Buses and Other School Vehicles***

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact 281-689-4322

[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:

- Cooperate with and obey the school bus driver. This includes responding to a reasonable request promptly and giving your proper name and student ID number.
- Remain properly seated at all times. Students will be assigned to a particular seat or area.
- Use appropriate language. No profanity, derogatory, or unacceptable language.
- Act in a safe and courteous manner at all times, including the bus stop.
- Be at the designated stop five (5) minutes before the scheduled bus arrival time in the morning and be on time to board the bus in the afternoon. Do not run after the bus if it has started to move.
- Ride regularly assigned buses.
- Request permission from the driver before bringing heavy, sharp, bulky, and/or other articles which may be hazardous in the event of an accident or emergency stop. Items that will not be transported include but are not limited to: all forms of animal life (except ADA service animals), firearms, weapons, breakable containers, flammables, aerosol containers, sharp items, cologne/perfume and all articles which could adversely affect the safety of the bus and passengers.
- Keep small items (if allowed at school) in a bag or container.
- Keep aisles, rear decks, and emergency exits clear at all times. This includes feet, legs, backpacks, and other articles.
- Ask for the bus driver's permission before opening windows. Keep all body parts inside the bus at all times.
- Be responsible for any damage. (Students will be required to reimburse New Caney ISD for any damage done). Bus damage is billed at actual cost for repairs billed at the time of the repair. The student's bus riding privileges will be suspended until damages have been paid.
- Help keep the bus clean. Eating and drinking on the bus is prohibited.
- Leave all controls, emergency doors, and equipment alone. Stay out of the driver's seat.
- Follow the driver's instructions and evacuate the bus in an orderly manner, in an emergency.

- All electronic devices brought onto the school bus and used, must be used in accordance with the District's Responsible Use Guidelines.
- Students shall wear the three-point seat belt if the bus is equipped. (Texas Ed. Code 34.013)
- Enter and leave the vehicle in an orderly manner at the designated stop.
- 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.
- 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.

### **Removal From the Bus**

The District's primary responsibility in transporting students in District vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal, campus behavior coordinator or transportation behavior coordinators (or designee) may restrict or revoke a student's transportation privileges, in accordance with law.

District policy requires a responsible person (parent/guardian or designee) be present at the bus stop to receive their Pre-Kindergarten, Kindergarten, First grade and Second grade student. Should no one be present at the bus stop, the student will be returned to his/her campus, where it will be the parent's responsibility to pick them up. The parent does have the option to request in writing for the student to exit the bus without a parent or guardian on site.

### **Vandalism (All Grade Levels)**

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

### **Video Cameras (All Grade Levels)**

For safety purposes, video and audio recording equipment 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 will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

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

[See EHBAF(LOCAL) <https://pol.tasb.org/Home/Index/913> .]

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

## **Visitors to the School (All Grade Levels)**

### ***General Visitors***

- Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must;
- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office and must comply with all applicable district policies and procedures.
- All parents and other visitors should 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.

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

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

### ***Unauthorized Persons***

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL) <https://pol.tasb.org/Home/Index/913>.

[See the 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**

For the College and Career Fair the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students

### **Volunteers (All Grade Levels)**

We appreciate the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact Lisa Foster 281-689-4358 for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

## **Voter Registration (Secondary Grade Levels Only)**

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

## **Withdrawing from School (All Grade Levels)**

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

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

## Glossary

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

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

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

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

**CPS** stands for Child Protective Services.

**DAEP** stands for a 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 U.S. Department of Education

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

**ESSA** is the federal Every Student Succeeds Act passed in December 2015.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and 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 Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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

## **SECTION THREE: SPLENDORA ISD STUDENT CODE OF CONDUCT**

2022-23 School Year

If you have difficulty accessing the information in this document because of disability, please contact Dianna Archer, Director of Student Services at 281-689-4387 or [darcher@splendoraisd.org](mailto:darcher@splendoraisd.org).

# STUDENT CODE OF CONDUCT

## ***ACCESSIBILITY***

If you have difficulty accessing the information in this document because of disability, please contact Dianna Archer, Director of Student Services at 281-689-4387 or [darcher@splendoraisd.org](mailto:darcher@splendoraisd.org).

## ***PURPOSE***

The Student Code of Conduct (“Code of Conduct”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Splendorra ISD Board of Trustees and developed with the advice of the district-level committee. This Code of Conduct provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code of Conduct shall be available at the office of the campus behavior coordinator and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

**Please note:** The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

## ***SCHOOL DISTRICT AUTHORITY AND JURISDICTION***

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

### **Campus Behavior Coordinator**

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The contact information for each campus behavior coordinator at each District campus is available on the District's website at [www.splendoraisd.org](http://www.splendoraisd.org).

### **Threat Assessment and Safe and Supportive School Team**

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's

threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

### **Searches**

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) <https://pol.tasb.org/Home/Index/913> for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

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.

### **Reporting Crimes**

The CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

### **Security Personnel**

The board utilizes police officers to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. The provisions addressing the various types of security personnel can be found in the CKE policy.

<https://pol.tasb.org/Home/Index/913> .

### **“Parent” Defined**

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

### **Participating in Graduation Activities**

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See DAEP—Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.

### **Unauthorized Persons**

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

## ***STANDARDS FOR STUDENT CONDUCT***

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes regularly and on time.
- Prepare for each class; bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.

- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

### **Dress and Grooming (All Grade Levels)**

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. The purpose of the Splendora ISD dress code is to create and maintain an atmosphere that is conducive to learning. Having standards for acceptable behavior and appearance fosters responsibility and prepares students for real world expectations. The administration and faculty shall have the right to appraise any current fashion or fad and determine whether it is appropriate for school wear. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

#### **Apparel:**

- Pants, slacks must be worn at the waist.
- Pants may not be made of inappropriately form fitting materials and may not be pajamas.
- Pants may not have holes or tears above mid-thigh, unless worn over leggings and tights.
- Hemlines of skirts, slits in skirts, dresses, shorts, and divided skirts must be no shorter than mid thigh when standing.
- Leggings, spandex, and tights may be worn if covered by a shirt, blouse, skirt and/or shorts that are mid-thigh or longer.
- Shirts with spaghetti straps, halter tops, sleeveless garments, transparent, or those that expose the bare chest are not permitted. Tank tops are allowable, if the straps measure at least two inches in width.
- Necklines that expose any cleavage will not be permitted.
- Shirts with ripped sleeves and backless apparel are prohibited.
- Hoodies will be permitted but the hood may not be worn over the head.
- Any shirt that displays undergarments and/or torso is prohibited.
- Students must be fully clothed with no bare midriff showing when the student goes through normal activities of the school day (bending, stretching, reaching, etc)
- No article of clothing will display vulgar or inappropriate language, violence or obscenities of any kind.

## Splendorra Independent School District Student Handbook

- No article of clothing will refer to or advertise tobacco products, alcoholic beverages, narcotics, and any other prohibited substances.
- Pajamas & sleepwear, including blankets and pillows, will not be permitted with the exception of dress up days designated and approved by campus administration.
- Appropriate undergarments must be worn and should not be visible.

### **Footwear:**

- Proper footwear must be worn at all times for health and safety reasons.
- Cleated shoes and wheeled shoes are prohibited.
- Rubber/leather soled shoes are recommended for daily footwear.
- House shoes and/or slippers are prohibited.
- Platform soles over 1 inch high are not recommended.
- Tennis shoes are required for participation in Physical Education class.

### **Hair**

- Hair must be neat, clean and well groomed. A student's eyes should be visible.
- Hair color and style may not be distracting, conspicuous or pose a safety hazard.
- Facial hair, while allowed, must be neatly trimmed, well groomed, and a natural color.

### **Jewelry:**

- Students may wear earrings and are allowed up to 2 facial piercings (excluding ear piercings).
- Gauges and spacers are not allowed to be worn.
- Jewelry that is considered gang related and/or considered to be a safety hazard or material or is a substantial disruption is not permitted.
- Students may be asked to remove jewelry, earrings etc. if the principal or assistant principals feel they are a distraction or a safety issue.

### **Accessories:**

- Face masks are optional within Splendorra ISD school facilities.

- Any hats, caps, sport headbands, bandanas, headcovers or scarves shall not be worn indoors except in the interest of religious practices, safety, cleanliness, or with the permission of the principal.
- Sunglasses, unless prescribed by doctor's orders, are not to be worn in the building
- Tattoos, accessories, jewelry and clothing that contain vulgar or inappropriate pictures, works or drawings, or gang related markings are not permitted.

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

Any student refusing to change or unable to change will be placed in OCI for the remainder of the day as well as incur the appropriate consequence as outlined in the above consequence ladder. Counts for dress code offenses will reset at the change of the semester.

## ***GENERAL CONDUCT VIOLATIONS***

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed below.

### **Disregard for Authority**

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequences assigned by a teacher or principal.

### **Mistreatment of Others**

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see DAEP Placement and Expulsion)

## Splendora Independent School District Student Handbook

- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists.
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence.
- Engage in inappropriate or indecent exposure of private body parts in person or digitally.
- Participate in hazing.
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

### ***Disruptions of School Operations***

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

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

required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

### **Disruptions of Classes**

For purposes of this rule, “school property” includes the public-school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities, and “public property” includes any street, highway, alley, public park, or sidewalk.

No student shall be permitted, on school property or on public property within 300 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts the educational activities of a school includes:

- Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
- Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
- Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
- Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class activities.
- Making threats (such as bomb threats).

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

### **Disruption of Lawful Assembly**

No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in the District. Disruptive activity means:

- Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administration of the school.

## Splendora Independent School District Student Handbook

- Seizing control of any building or portion of a building for the purpose of interfering with any administrative, educational, research, or other authorized activity.
- Preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.
- Disrupting by force or violence or the threat of force or violence a lawful assembly in progress.
- Obstructing or restraining the passage of any person at an exit or entrance to said campus or property or preventing or attempting to prevent by force or violence or by threats thereof the entrance or exit of any person to or from said property or campus without the authorization of the school.

### **Property Offenses**

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see DAEP Placement and/or Expulsion for Certain Offenses)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see DAEP Placement and/or Expulsion)
- Enter, without authorization, district facilities that are not open for operations.

### **Possession of Prohibited Items**

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;

- A stun gun or taser;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device; Vaping devices
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

\*For weapons and firearms, see DAEP Placement and Expulsion. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

**Possession of Telecommunications or Other Electronic Devices (including but not limited to smart watches and Air pods).**

For safety purposes, the district permits students to possess personal cell phones; however, these devices must remain turned off or on silent during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office and may be charged a \$15 fee.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE for more information]

In limited circumstances and in accordance with law, a student's personal telecommunications device or personal electronic device may be searched by authorized personnel. [See Searches and policy FNF for more information].

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

### **Misuse of Technology Resources and the Internet**

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

### **Illegal, Prescription, and Over-the-Counter Drugs**

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see DAEP Placement and Expulsion for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **glossary** for "abuse.")
- Abuse or distribute over-the-counter drugs. (See **glossary** for "abuse.")

## Splendora Independent School District Student Handbook

- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

### **Safety Transgressions**

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in oral or written exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.
- Impair or damaging a door from properly closing
- Allowing entrance into a campus of an unauthorized person.

### **Miscellaneous Offenses**

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes but is not limited to cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

## ***DISCIPLINE MANAGEMENT TECHNIQUES***

Discipline shall be designed to improve conduct and to encourage students to be responsible members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student’s

age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

### **Students with Disabilities**

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

### **Notification**

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

### **Appeals**

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through the district website: [www.splendoraisd.org](http://www.splendoraisd.org).

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district shall comply with the applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

### **Techniques**

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief “time-out” period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student’s parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension.
- Placement in a DAEP.
- Placement and/or expulsion in an alternative educational setting.
- Expulsion.

- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

### **Corporal Punishment**

Corporal punishment is permitted as a corrective action to certain rule infractions in order to preserve an effective and orderly educational environment. Factors of student size and age, and the physical, mental and emotional condition of the student shall be considered before the administration of any corporal punishment.

Corporal punishment shall be limited to spanking or paddling and shall be administered only in accordance with the following guidelines:

- The student will be informed of the reason(s) for corporal punishment.
- Corporal punishment shall be administered only by the principal or designee.
- The instrument to be used in administering corporal punishment shall be approved by the principal or designee.
- The administration of corporal punishment shall be performed in the presence of one other professional employee of the District, and in a designated place out of view of other students.

If the parent does not want their student to receive corporal punishment, they must indicate this in writing to their child's principal or designee. The parent may choose to revoke this request at any time during the year by providing a signed statement to the campus principal. However, District personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Note: If the District is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

A record shall be maintained on each administration of corporal punishment. [See Policy FO(LOCAL).]

### **Prohibited Aversive Techniques**

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.

## Splendora Independent School District Student Handbook

- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

### **Removal from the School Bus**

A bus driver may refer a student to the principal's office or a designated administrator to maintain effective discipline on the bus. The principal or designated administrator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or designated administrator may restrict or revoke a student's transportation privileges, in accordance with law.

**Bus Referral Matrix**

Infraction	# of Offense	Discipline	Notes/Comments
Minor Infractions (not staying in seat, talking loudly, profanity, seat belt, etc)	1st offense	Warning with documentation	Student signs a documentation sheet stating they received a warning, if they refuse to sign it is a referral to the campus
	2nd offense	Warning and Parent phone call (documented)	Parent phone call is documented on the documentation sheet
	3rd offense	Warning Parent phone call (documented)	Parent phone call is documented on the documentation sheet. This sheet should be attached to the first campus referral by the bus driver
Major infractions (interferes with the safety of the student, other students or the operation of the bus)	1st offense	Referral to campus	campus handles as they see fit; notify transportation and parent Afterschool detention, lunch detention, ect.
	2nd offense	discipline handled as if happened at school	In school suspension, Parent meeting, etc.
	3rd offense	Removal from bus (3 days)	When removing a student from the bus, notify transportation and parent
	4 + offense	removal from bus (5 days, 10 days, 30 days, rest of semester)	When removing a student from the bus, notify transportation and parent

***REMOVAL FROM THE REGULAR EDUCATIONAL SETTING***

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

**Routine Referral**

A routine referral occurs when a teacher sends a student to the campus behavior coordinator’s office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or

administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

### **Formal Removal**

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

### **Returning a Student to the Classroom**

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

## **Suspension (In School Suspension and Out of School Suspension)**

### **Coursework during Suspension**

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

### **Restrictions during Suspension**

A student suspended from school is prohibited from being on school grounds or attending school sponsored or school related activities during the length of the suspension. Any suspended student on District property may be arrested and charged with criminal trespassing. A student will not be allowed to participate in any school activities on days they are assigned to out-of-school suspension.

A student assigned to In School Suspension may attend practices during the ISS assignment. A student will not be able to participate in a contest from the day the discipline is assigned until the placement is complete.

The appropriate administrator may determine any restrictions on attendance or participation in school-sponsored or school-related extracurricular and cocurricular activities.

### **Misconduct**

Students may be suspended for any behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The District shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or

## Splendora Independent School District Student Handbook

- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

A student suspended from school is prohibited from being on school grounds or attending school sponsored or school related activities during the length of the suspension. Any suspended student on District property may be arrested and charged with criminal trespassing. A student will not be allowed to participate in any school activities on days they are assigned to out-of-school suspension.

### **Process**

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days. In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### ***OFFENSES AND DISCIPLINARY OPTIONS***

The following is a guideline, but not limited to, for disciplinary responses by teachers, campus behavior coordinators and principals. While they attempt to address a wide range of disciplinary offenses and

## Splendora Independent School District Student Handbook

consequences, they are not to be viewed as an all inclusive list. If an incident is not listed, it will be left to the discretion of the acting administrator to determine a level for the offense and the disciplinary options that may be assessed.

### Level I-III

Level I Infractions	Level II Infractions	Level III Infractions	
Disrespect Eating or Drinking Outside Designated areas Failure to follow classroom rules/procedures Failure to participate in classroom activities Loud or unnecessary noise Neglecting to bring required materials or assigned work to class. Sleeping in class	Persistent Level I offenses Disturbance in school Dress code violation Engaging in acts of familiarity Excessive tardiness Failure to serve detention Horseplay ID violation Posting or distributing unauthorized publications Selling or soliciting for sale unauthorized merchandise Throwing objects Out of Location Unauthorized use of vehicle, speeding or parking lot violation Use of electronic device during restricted times.	Persistent Level II offenses Altering School records Discharging a fire extinguisher Cheating or Plagiarism Destruction/defacement of school property Disorderly conduct Failure to abide by rules of dispensing medication Fighting Gambling Hazing Inciting conflict Insubordination/noncompliance Interfering with school activities Leaving school grounds Mooning Pantsing Perjury during a school investigation Physical contact with intent to harm Disturbance on property, including parking lot Possession of a communication device in secured testing area	Possession of items that depict: drugs, sex alcohol, tobacco, vulgar language, gang affiliations, violence, death or satanic ideology Possession of stolen property Possession or use of Fireworks, stink bomb or other noxious chemical Taunting other students Theft Truancy Unwanted physical contact Using profane language, obscene gesture Verbal abuse Violation of student use agreement for technology
Level I Techniques	Level II Techniques	Level III Techniques	
Parental contact Verbal reprimand Cooling off time in the classroom Removal of privileges Change of seat assignment Loss of recess or free time Work assignment Teacher held detention Special assignment or duties Behavioral contracts Referral to Counselor Confiscation of prohibited items Complete Level I Chart	Parent contact Restorative Practices Detention Temporary removal from class Parent conference Behavior contract In-School Suspension Exclusion from extracurricular activities Confiscation of prohibited device or object Work assignment Loss of privileges Loss of parking privileges (if applicable) Restitution Suspension Referral to law enforcement Lunch Detention	Parent contact After School Detention In-School Suspension Exclusion from extracurricular activities Grade penalty for cheating or plagiarism Loss of selected student privileges Loss of Parking privileges Restitution of damages Suspension Loss of technology privileges Referral to law enforcement Loss of bus riding privileges Removal to DAEP	

## **LEVEL IV - Discretionary DAEP Placement**

Level IV offenses are acts of misconduct for which removal to a DAEP may occur.

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten through grade 6 and secondary classification shall be grades 7 through 12.

Students in 5th grade and below should only be placed for mandatory reasons as listed on page 117 or after review by the campus behavior committee.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)

- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury. **Deliberately coughing, sneezing, or spitting on others, or acting like it, may be considered an assault.**
- Assault by offensive or provocative physical contact.
- Racial slurs, bigotry, hate speech

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

## **LEVEL V - Mandatory DAEP Placement**

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see glossary) under Penal Code 22.01(a)(1).
  - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of a controlled substance, or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in Expulsion) (See glossary for "under the influence", "controlled substance" and "dangerous drug.")
  - Sells, gives or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
  - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.

Splendora Independent School District Student Handbook

- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See glossary.)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the expulsion section of this Code of Conduct.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  1. the student receives deferred prosecution
  2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
  3. The Superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

**DAEP Placements**

Removal to DAEP will be made by the campus behavior coordinator. The duration of a student’s placement in a DAEP will be determined on a case-by-case basis. DAEP placements as a result of an expulsion may not exceed 180 days. The maximum periods of DAEP placements are as follows:

**Elementary (Grades K-6) and Secondary DAEP Placement (Grades 7-12)**

<b>Mandatory Placements</b>	<b>Discretionary Placements</b>
1st Offense - 30 days with a 15 day review	1st Offense - 10 days (4th-5th) with no review 1st Offense - 15 days (6th-12th) with no review
2nd Offense - 30 days with no review	2nd Offense - 20 days with no review
3rd Offense - 45 days with a review at 30 days	3rd Offense - 30 days with a 20 day review
4th Offense - 45 days	4th Offense - 30 days

with no review	with no review
----------------	----------------

Exception: A period of one calendar year if the student brings to school a firearm as defined by federal law.

The duration of DAEP placements (within the designated range) are at the discretion of the sending and receiving administrators and based on the following factors:

1. The school calendar
2. Previous disciplinary record of the student
3. Behavior while enrolled at the DAEP.

DAEP placement will be considered to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude and the statutory requirements.

A student placed in DAEP will NOT be provided transportation to and from school by the district unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program will be the last instructional day, and the student will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order or unless the student's reason for placement prohibits attendance on campus or at graduation.

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

### **Sexual Assault and Campus Assignments**

A student shall be transferred to another campus if:

1. The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and

2. The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

### **Process**

Removals to a DAEP shall be made by the campus behavior coordinator. Discretionary Placements to DAEP should be approved by the Director of Student Services.

### **Conference**

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

### **Consideration of Mitigating Factors**

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (see **glossary**),
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history,
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
- A student's status as homeless.

### **Placement Order**

After the conference, if the student is placed in the DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

### **DAEP at Capacity**

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an ecigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

### **Coursework Notice**

A student placed in DAEP shall be given the opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

### **Length of Placement**

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP. The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

### **Exceeds One Year**

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

### **Exceeds School Year**

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
- The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code of Conduct.

### **Exceeds 60 Days**

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

### **Appeals**

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy Online at the following address: <https://pol.tasb.org/Home/Index/913>.

Appeals shall begin at Level I with the campus principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

### **Restrictions During Placement**

Students placed in DAEP are prohibited from being on school grounds or attending school-sponsored or school related activities during the period of placement. Any student on District property during DAEP placement may be arrested and charged with criminal trespassing. The District does not permit a student who is placed in a DAEP to participate in any school-sponsored or school related extracurricular or co-curricular activities, including seeking or holding honorary positions and/or membership in school sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP Placement Order.

### **Placement Review**

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

### **Additional Misconduct**

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

### **Notice of Criminal Proceedings**

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

## Splendora Independent School District Student Handbook

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parents may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parents may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

### **Withdrawal During Process**

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

### **Newly Enrolled Students**

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

### **Emergency Placement Procedure**

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

### **Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA (LEGAL).

### **Placement and/or Expulsion for Certain Offenses**

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

### **Registered Sex Offenders**

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interests of the district's students.

### **Review Committee**

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

### **Newly Enrolled Student**

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

### **Appeal**

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

### **Certain Felonies**

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Penal Code. The student must:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred,
- The location at which the conduct occurred,
- Whether the conduct occurred while the student was enrolled in the district, or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

### **Hearing and Required Findings**

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

### **Length of Placement**

The student is subject to the placement until:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- The student completes the term of the placement or is assigned to another program.

### **Placement Review**

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

### **Newly Enrolled Students**

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

### **Level VI - Expulsion**

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

#### **Discretionary Expulsion: Misconduct That May Result in Expulsion**

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See DAEP Placement.)

#### **Any Location**

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

### **At School, Within 300 Feet, or at a School Event**

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

### **Within 300 Feet of School**

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child
- aggravated kidnapping
- manslaughter
- criminally negligent homicide
- aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

### **Property of Another District**

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

### **While in DAEP**

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - Public lewdness under Penal Code 21.07;
  - Indecent exposure under Penal Code 21.08;
  - Criminal mischief under Penal Code 28.03;
  - Hazing under Education Code 37.152; or
  - Harassment under Penal Code 42.07(a)(1) of a student or district employee.

### **Mandatory Expulsion: Misconduct That Requires Expulsion**

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

#### **Under Federal Law**

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

**Note:** Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

#### **Under the Penal Code**

Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:

- A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)

**Note:** A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning

organization working with the department. [See policy FNCG(LEGAL) <https://pol.tasb.org/Home/Index/913> .]

- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of a controlled substance, or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

### **Under Age Ten**

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

### **Process**

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parents shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

## Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The hearing shall be conducted by the principal or designee and the decision to expel shall be made by the principal or designee.

## Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

## Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

### **Length of Expulsion**

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

The student is a threat to the safety of other students or to district employees, or

Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

### **Withdrawal During Process**

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

### **Additional Misconduct**

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

### **Restrictions During Expulsion**

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

### **Newly Enrolled Students**

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- The out-of-state district provides the district with a copy of the expulsion order, and
- The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

- The student is a threat to the safety of other students or district employees, or
- Extended placement is in the best interest of the student.

### **Emergency Expulsion Procedures**

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

### **DAEP Placement of Expelled Students**

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

### **Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LLEGAL) and FODA(LLEGAL) for more information.

## Glossary

**Abuse** is improper or excessive use.

**Aggravated robbery** is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

- Causes serious bodily injury to another;
- Uses or exhibits a deadly weapon; or
- Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
  - 65 years of age or older, or
  - A disabled person.

**Armor-piercing ammunition** is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

**Arson** is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
  - Any vegetation, fence, or structure on open-space land; or
  - Any building, habitation, or vehicle:
    - 1) Knowing that it is within the limits of an incorporated city or town,
    - 2) Knowing that it is insured against damage or destruction,
    - 3) Knowing that it is subject to a mortgage or other security interest,
    - 4) Knowing that it is located on property belonging to another,
    - 5) Knowing that it has located within it property belonging to another, or
    - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
  - Recklessly damages or destroys a building belonging to another, or
  - Recklessly causes another person to suffer bodily injury or death.

**Assault** is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

**Breach of computer security** includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

**Bullying** is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves 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 enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

- 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.

**Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological

or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

**Club** is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

**Controlled substance** means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

**Criminal street gang** is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

**Cyberbullying** is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**Dangerous drug** is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

**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 another 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, as defined by Section 71.0021 of the Family Code.

**Deadly conduct** under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

**Delinquent conduct** is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

**Discretionary** means that something is left to or regulated by a local decision maker.

**E-cigarette** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

**Explosive weapon** is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

**False alarm or report** under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

**Firearm** is defined by federal law (18 U.S.C. 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

**Graffiti** includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Handgun** is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

**Harassment** includes:

- Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
- Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
  - Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
  - Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
  - Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
  - Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
  - Making a telephone call and intentionally failing to hang up or disengage the connection;
  - Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
  - Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
  - Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional

distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

- Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

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

**Hit list** is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

**Improvised explosive device** is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

**Indecent exposure** is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

**Intimate visual material** is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

**Location-restricted knife** is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

**Knuckles** means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

**Look-alike weapon** means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

**Machine gun** as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**Mandatory** means that something is obligatory or required because of an authority.

**Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

**Possession** means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

**Prohibited weapon** under Penal Code 46.05(a) means:

- The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
  - An explosive weapon;
  - A machine gun;
  - A short-barrel firearm;
- Armor-piercing ammunition;
- A chemical dispensing device;
- A zip gun;
- A tire deflation device; or
- An improvised explosive device.

**Public Lewdness** is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from

the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

**Reasonable belief** is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

**Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

**Serious misbehavior means:**

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
- Conduct that constitutes the offense of:
  - Public lewdness under Penal Code 21.07;
  - Indecent exposure under Penal Code 21.08;
  - Criminal mischief under Penal Code 28.03;
  - Hazing under Education Code 37.152; or
  - Harassment under Penal Code 42.07(a)(1) of a student or district employee.

**Serious or persistent misbehavior** includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**Short-barrel firearm** is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

**Terroristic threat** is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

**Tire deflation device** is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

**Title 5 felonies** are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;

## Splendora Independent School District Student Handbook

- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT) <https://pol.tasb.org/Home/Index/913> .]

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.

**Zip gun** is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: July 31, 2023**

**Submitted Date: July 19, 2023**

**Agenda Business Items:**

- X Consent Agenda Item  
(Board has acted on items such as this previously)  
New Action  
(Board has not seen information previously and allows for more time to discuss)

**Information Only Items:**

- Presentation
- Recognition
- Information

---

**Name of Person Responsible:** Kevin Lynch

**Department or Campus:** Chief Financial Officer.

**Topic:** Approval of Budget Amendment #1.

**Background Information:** Budget Amendment #1 accounts for the revenue and expenditure adjustment to the General Operating Budget for the following:

1. Carryover bus refurbishment for 2022-2023 FY.
2. Increase budget for Skyward Hosting.
3. Portable Building Technology expenses.

**Attachments:** 2023-2024 Original Budget with Amendments.

**Superintendent's Resolutions:** Reviewed and Recommended

**BUDGET AMENDMENTS 2023-24**

**AMENDMENT # 1**

7/31/2023

<b>FUND</b>	<b>BUDGET CODE</b>	<b>CURRENT BUDGET</b>	<b>ADD / (REDUCE)</b>	<b>TOTAL AMENDED BUDGET</b>	<b>DESCRIPTION</b>
<b>GENERAL OPERATING</b>					
	<b>TOTAL REVENUES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
	199 34 624900 999 4 99087	-	74,000	74,000	Carry over bus refurbish project from last year
	199 53 663900 750 4 99000	1,765	7,000	8,765	Increase budget for Skyward hosting
	199 81 662900 999 4 99000	100,000	200,000	300,000	Additional portable building expenses
	<b>TOTAL EXPENDITURES</b>	<b>\$ 101,765</b>	<b>\$ 281,000</b>	<b>\$ 382,765</b>	212
	<b>BUDGET FUND BALANCE</b>		<b>\$ (281,000)</b>		



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: 7/31/23**

**Submitted Date: 7/27/23**

**Agenda Business Items:**

- Consent Agenda Item**  
(Board has acted on items such as this previously)
- New Action**  
(Board has not seen information previously and allows for more time to discuss)

**Information Only Items:**

- Presentation**
- Recognition**
- Information**

---

Name of Person Responsible: Kristy Dietrich

Department or Campus: Teaching & Learning

Topic: GPA EIC Local policy

Background Information: The board approved GPA policy needed to be added to EIC Local policy

Attachments:

[Final GPA EIC Local policy](#)

Superintendent's Resolutions: Reviewed and Recommended

## POLICY

### Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

### Calculation

For the graduating classes of 2024, 2025, and 2026, the District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below and only in the following subject areas: English, mathematics, science, and social studies.

Beginning with the graduating class of 2027, the District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

### Exclusions

The calculation of class rank shall exclude grades earned in local credit courses.

---

**Note:** The following provisions shall apply to students in the graduating classes of 2024, 2025, and 2026.

---

### Weighted Grade System

#### Categories

The District shall categorize and weight eligible courses as International Baccalaureate (IB)/Advanced Placement (AP)/Dual Credit, Pre-AP/Honors/Advanced, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

#### *IB/AP/Dual Credit*

Eligible IB, AP, and dual credit courses shall be categorized and weighted as IB/AP/Dual Credit courses.

#### *Pre-AP/Honors/*

#### *Advanced*

Eligible courses locally designated as honors and advanced shall be categorized and weighted as Pre-AP/Honors/Advanced courses.

*Regular*

All other eligible courses shall be categorized and weighted as Regular courses.

*Modified Content*

All courses shall include, but not be limited to, mainstreamed special education courses, below-level remedial courses, and courses that do not require comparable work as Regular ranked courses shall be categorized and weighted as Modified Content courses.

**Weighted Grade Point Average**

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

<b>Grade</b>	<b>IB / AP / Dual Credit</b>	<b>Pre-AP / Honors / Advanced (or equivalent)</b>	<b>Regular</b>	<b>Modified Content</b>
100	7.0	6.0	5.0	4.0
90	6.0	5.0	4.0	3.0
80	5.0	4.0	3.0	2.0
70	4.0	3.0	2.0	1.0

Examples of grade point weight:

Grade=94	6.4	5.4	4.4	3.4
Grade=80	5.0	4.0	3.0	2.0

The total number of grade points shall be divided by the total number of semester grades, including all failing marks, and summer school, excluding credit recovery programs. Only traditional numeric marks shall be used. Those using pass/fail or S/U shall be excluded from GPA calculations. All grades from other schools shall be converted to the District grade point system and shall be weighted according to the categories listed above.

**Local Graduation Honors**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using

grades available at the time of calculation at the end of the third week of the fourth nine-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

#### Valedictorian or Salutatorian

In addition to class rank, a student must meet the following requirements in order to be eligible for valedictorian or salutatorian:

1. Be enrolled in the District high school for two years prior to his or her graduation ceremony and have continuous attendance at the District high school through graduation. (Continuous attendance means that a student cannot withdraw from the District high school for more than one grading period during his or her junior or senior year.)
2. Graduate under the foundation program with the distinguished level of achievement.
3. Have no major discipline offense during the senior year. Offenses that might result in disqualification shall be referred to a committee composed of the principal, the senior counselor, and a teacher.

#### *Ties*

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

---

**Note:** The following provisions shall apply to students beginning with the graduating class of 2027.

---

### **Weighted Grade System**

#### Categories

The District shall categorize and weight eligible courses as International Baccalaureate (IB)/Advanced Placement (AP)/Dual Credit, Pre-AP/Honors/Advanced, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

*IB/AP/Dual Credit*

Eligible IB, AP, and dual credit courses shall be categorized and weighted as IB/AP/Dual Credit courses.

*Pre-AP/Honors/  
Advanced*

Eligible courses locally designated as honors and advanced shall be categorized and weighted as Pre-AP/Honors/Advanced courses.

*Regular*

All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	<i>IB/AP/Dual Credit</i>	<i>Pre-AP/Honors/Advanced</i>	<i>Regular</i>
100	7.0	6.0	5.0
99	6.9	5.9	4.9
98	6.8	5.8	4.8
97	6.7	5.7	4.7
96	6.6	5.6	4.6
95	6.5	5.5	4.5
94	6.4	5.4	4.4
93	6.3	5.3	4.3
92	6.2	5.2	4.2
91	6.1	5.1	4.1
90	6.0	5.0	4.0
89	5.9	4.9	3.9
88	5.8	4.8	3.8
87	5.7	4.7	3.7
86	5.6	4.6	3.6
85	5.5	4.5	3.5
84	5.4	4.4	3.4
83	5.3	4.3	3.3

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

Grade	<i>IB/AP/Dual Credit</i>	<i>Pre-AP/Honors/Advanced</i>	<i>Regular</i>
82	5.2	4.2	3.2
81	5.1	4.1	3.1
80	5.0	4.0	3.0
79	4.9	3.9	2.9
78	4.8	3.8	2.8
77	4.7	3.7	2.7
76	4.6	3.6	2.6
75	4.5	3.5	2.5
74	4.4	3.4	2.4
73	4.3	3.3	2.3
72	4.2	3.2	2.2
71	4.1	3.1	2.1
70	4.0	3.0	2.0

The total number of grade points shall be divided by the total number of semester grades, including all failing marks, and summer school, excluding credit recovery programs. Only traditional numeric marks shall be used. Those using pass/fail or S/U shall be excluded from GPA calculations.

**Transferred Grades**

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if an equivalent course is offered to the same class of students in the District.

**Local Graduation Honors**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the first semester of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

#### Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation and have continuous attendance through graduation. Continuous attendance means that a student cannot withdraw from the District high school for more than one grading period during his or her junior or senior year;
2. Be graduating after exactly eight semesters of enrollment in high school;
3. Have completed the foundation program with the distinguished level of achievement; and
4. Have no major discipline offense during the senior year. Offenses that might result in disqualification shall be referred to a committee composed of the principal, the senior counselor, and a high school teacher.

#### *Ties*

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

#### **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 honor graduate certificate from the state of Texas.



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: July 31, 2023**

**Submitted Date: July 26, 2023**

**Agenda Business Items:**

- Consent Agenda Item
- ~~New Action~~

**Information Only Items:**

- Presentation
- Recognition
- Information

---

Name of Person Responsible: Allen Wells

Department or Campus: Board of Trustees President

Topic: Superintendent Contract Amendment for 2023

Background Information:

Attachments: Superintendent Contract Amendment 2023

Superintendent's Resolutions:

# SUPERINTENDENT'S CONTRACT OF EMPLOYMENT

## STATE OF TEXAS

## COUNTY OF MONTGOMERY

This SUPERINTENDENTS CONTRACT OF EMPLOYMENT ("Contract") is made and entered Into effective this 31 of July 2023 by and between the BOARD OF TRUSTEES OF SPLENDORA INDEPENDENT SCHOOL DISTRICT ("Board") and DR. JEFFREYS. BURKE ("Superintendent").

### WITNESSED:

NOW, THEREFORE, the Board and the Superintendent, for and In consideration of the terms hereinafter established and pursuant to the authority of Section 11.201 of the Texas Education Code and the general laws of the state of Texas, have agreed and do hereby agree, as follows:

### 1. TERM

1.1 Term. The Board, by and on behalf of the Splendor Independent School District (the "District"), employs the Superintendent, and the Superintendent accepts employment as Superintendent of Schools for the District for a term of five (5) years, commencing on July 1, 2023, and ending on June 30, 2028. In all years of this Contract, the contract year shall be from July 1st through June 30th. The District may, by action of the Board and with the consent and approval of the Superintendent, extend the term of this Contract as permitted by state law. Failure to reissue the Contract for an extended term shall not constitute nonrenewal under Board policy.

1.2 No Tenure. The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure Is created by this Contract. No property interest, express or implied, Is created In continued employment beyond the Contract term

### 2. EMPLOYMENT

2.1 Duties. The Superintendent is the chief executive of the District and shall faithfully perform the duties of the Superintendent of Schools for the District as prescribed in Board Policy, the Texas Education Code, or as lawfully assigned by the Board. The Superintendent shall also comply with all lawful Board directives, state and federal law, district policy, rules, and regulations as they exist or may hereafter be adopted or amended. Except as provided for in this Contract, the Superintendent agrees to perform the duties of the Superintendent of Schools with reasonable care, diligence, skill, and

3.1 Annual Base Salary. The Superintendent shall be paid an annual base salary In the sum of \$234,098, effective July 1, 2023. This amount will be paid in installments in accordance with Board policy, if any, applicable to district-wide administrative staff or school district administrative procedures applicable to district-wide administrative staff.

3.2 Salary Adjustments. At any time during the term of this Contract, the Board may, at its discretion, review and adjust the salary of the Superintendent, but in no event shall the Superintendent be paid less than the salary set forth in Subsection 3.1 of this Contract except by mutual agreement of the Board and the Superintendent. Such adjustments, If any, shall be in the form of a written amendment to this Contract or a new contract, and such adjustment shall be exclusive of any Insurance policy or other benefits unless specifically provided In the

amendment or new contract. At least annually and for each subsequent contract year, the Board shall review the salary of the Superintendent and consider any appropriate adjustment.

3.3 Supplemental Pay. Annually, the Board agrees to pay the Superintendent annual supplemental pay in the amount equivalent to the annual premium for TRS ActiveCare 2 Family Premium and the annual premium for dental insurance coverage for the Superintendent and his family pursuant to the school district dental health plan. This annual supplemental pay shall be paid to the Superintendent in equal installments consistent with the Board's policies and will increase annually to correspond with the annual premium for TRS ActiveCare 2 Family Premium and the annual premium for dental Insurance coverage for the Superintendent and his family pursuant to the school district dental health plan for the remainder of this contract term. On an ongoing basis, the Superintendent is to use his own private funds to personally and directly pay for any and all premiums for hospitalization/major medical/health insurance, including dental and vision Insurance of any nature, to provide coverage for the Superintendent, his spouse, and his dependents.

3.4 Business Expenses. The District shall pay or reimburse the Superintendent for reasonable expenses incurred by the Superintendent in the continuing performance of the Superintendent's duties under this Contract pursuant to Board policy or Board approval. The District agrees to pay reasonable actual and Incidental costs Incurred by the Superintendent for travel. Such actual or incidental costs may include but are not limited to gasoline, hotels and accommodations, meals, rental car, and other expenses incurred in the performance of the business of the District. The Superintendent shall comply with all policies, procedures, and documentation requirements in accordance with Board policies and established procedures, which shall be subject to review by the District's independent auditors. The Board shall retain the authority to refuse any reimbursement request that Is determined to be excessive or which the Board reasonably believes falls outside the scope of the Superintendent's duties.

3.5 Texas Teacher Retirement System. The District shall supplement the Superintendent's annual salary by an amount equal to one hundred percent (100%) of the Superintendent's portion of the monthly member contribution to the Texas Teacher Retirement System (<sup>N</sup>TRS") beginning on February 1, 2020, arid continuing for the term of this Contract, with any extensions made by the Board for the performance of Superintendent duties. This supplement shall include both the retirement and TRS-Care parts of the TRS member contribution, as applicable. This additional salary supplement shall be paid to the Superintendent In regular monthly payroll Installments.

3.6 Supplemental Retirement Plan. For each year during the term of this Contract, the District shall contribute to a Supplemental Retirement Plan for the benefit of the Superintendent in an amount equal to the maximum contribution permitted by the Code for a 403(b) plan. The District shall contribute to the Supplemental Retirement Plan on or before July 31st of each year beginning February 1, 2020, provided that the Superintendent is still employed by the District on the date that the contribution is due.

The contributions to the Supplemental Retirement Plan and earnings thereon shall become vested according to the schedule listed below

<u>Date</u>	<u>Vested Percentage</u>
Prior to June 30, 2021	0%
June 30, 2021	50%
June 30, 2025	100%

The Supplemental Retirement Plan shall be a plan established under Section 403(b) of the Internal Revenue Code (the "Code"). The 403(b) plan shall be established as employer-paid

with non-elective contributions by the District, and the Superintendent shall have no right to receive such contributions in cash. The 403(b) plan shall each be established under a written plan document that meets the requirements of the Code, and such document is incorporated herein by reference. The funds for the 403(b) plan shall each be invested as determined solely by the Superintendent in such investment vehicles as are allowable under the Code for the applicable type of plan.

3.7 Longevity Pay. In order to encourage continuity of leadership in the District, the District wishes to provide additional compensation to the Superintendent as a reward for reaching certain longevity goals. This longevity payment shall be made as follows: The District shall pay the Superintendent an amount equal to \$1,000.00 per month and it shall be paid to the Superintendent by regular payroll installments for twelve months beginning on April 1, 2021 and shall be reported as creditable compensation to TRS.

3.8 Performance Pay. The District will provide an incentive and performance payment to the Superintendent, payable to a supplemental retirement plan (SRP), of up to fifteen thousand dollars (\$15,000.00) for each year of employment under this Contract. The amount of this payment will be paid on the basis of a meeting objectives established by the Board and Superintendent related to the District's performance in the University Interscholastic League's (UIL) Lone Star Cup (or successor awards of the Lone Star Cup) and shall be reviewed annually by the Board and Superintendent. The contribution to the plan shall be made no later than sixty (60) days following the release of the final standings by the UIL. Each contribution to the SRP and earnings thereon shall at all times be vested with the Superintendent. The Supplemental Retirement Plan shall be a plan established under Section 403(b) of the Internal Revenue Code (the "Code"). The 403(b) plan shall be established as employer-paid with non-elective contributions by the District and the Superintendent shall have no right to receive such contributions in cash. The 403(b) plan shall each be established under a written plan document that meets the requirements of the Code and such document is incorporated herein by reference. The funds for the 403(b) plan shall each be invested as determined solely by the Superintendent in such investment vehicles as are allowable under the Code for the applicable type of plan.

#### **4. OTHER BENEFITS**

4.1 Administrative Benefits. The Board shall provide the Superintendent with all the same benefits applicable to twelve-month administrative employees in accordance with Board Policy unless otherwise stated in this Contract, in which case this Contract supersedes such administrative benefits.

4.2 Personal and Sick Leave. The Superintendent shall have the same sick and personal leave benefits as authorized by Board policy for administrative employees who are employed under twelve-month contracts. The Superintendent shall be entitled to the use of an accumulation of sick leave in accordance with state law and Board Policy. In addition, accumulated local sick leave from the Superintendent's previous school district shall transfer to Splendora ISO and be credited to the Superintendent's Splendora ISD sick leave account.

4.3 Vacation, Non-Duty Days and Holidays. The Superintendent may take, at his choice, the same number of vacation days authorized by District policy for administrative employees who are employed under twelve-month contracts. The Superintendent's accrued and unused vacation days may be accumulated from year to year and carried over into subsequent years of this Contract up to a fifteen (15) day limit. Vacation days should be taken by the Superintendent, in the Superintendent's reasonable discretion, at a time or times that will least interfere with the performance of the Superintendent's duties set forth in this Contract. The Superintendent shall provide timely notice to the Board President of his use of vacation days.

The Superintendent shall observe the same legal holidays and non-duty days as those observed by other administrative employees who are employed under twelve-month contracts. The Superintendent shall work at least two hundred twenty-six (226) days during each year of this contract.

4.4 Annual Physical Examination. The Superintendent shall annually undergo a physical examination performed by a licensed physician mutually acceptable to the Board and the Superintendent. The examination will determine the Superintendent's continuing physical fitness to fulfill the duties and responsibilities of the position. The healthcare professional who performs the examination shall submit confidential reports to the Board regarding the Superintendent's fitness to perform the functions of the Job. These reports will be maintained as confidential medical records to the extent required by law. The District shall pay all reasonable costs of the examination. The examination shall be conducted in May or June of each year of the Contract or any extension thereof, or at such other time during each Contract year as requested by the Superintendent and agreed to by the Board, such agreement not to be unreasonably withheld or delayed.

4.5 Professional Growth. The Superintendent may attend and participate in appropriate professional meetings at the local, state, and national levels. Membership fees shall be paid for the Superintendent for the National School Board Association, the American Association of School Administrators, the Texas Association of School Boards, and the Texas Association of School Administrators. Reasonable travel expenses will be paid for the Superintendent to attend the annual conventions of these associations each calendar year and any other conventions or meetings selected by the Board of Trustees and the Superintendent, including the Commissioner's Mid-Winter Conference, TASA's Superintendent's Summer Conference and meetings of the TASA State UIL Advisory Committee. Attendance at or participation in area, regional, and state meetings of the aforementioned associations or groups by the Superintendent shall not interfere with the required duties of the Superintendent within the District. The Superintendent shall also be reimbursed for at least two (2) membership fees for local civic clubs or organizations such as the local Chamber of Commerce or local Rotary Club.

4.6 Insurance. The Superintendent shall be provided the following Insurance policies:

(a) During the Superintendent's employment with the District, the District shall pay the premium for disability insurance coverage, under the plan provided by the District for Its administrative employees, to provide the equivalent of his then annual salary, or the maximum amount available by law, in the event of his disability.

(b) During the Superintendent's employment with the District, the District shall pay the premium for the purchase of a term life insurance policy, under the plan provided by the District for Its administrative employees, on the life of the Superintendent in the amount of the Superintendent's then annual salary. The life insurance provided hereunder shall be owned by the Superintendent, having the sole right to determine the beneficiary and to the cash surrender value of the life Insurance policy, If any, at any time during the initial term or any renewal term of this Agreement and following its termination or expiration. If the Superintendent obtains any additional life insurance, including but not limited to any offered to District employees through a District plan, he is solely responsible for payment of the premiums on such plan.

## **5. EMPLOYMENT PERFORMANCE**

5.1 Development of Goals. On or before August 15th of every year during the term of this Contract, the Superintendent and the Board shall develop the goals for the District. The goals approved by the Board shall be reduced to writing and shall be among the criteria on which the Superintendent's performance will be reviewed and evaluated.

5.2 Review of Performance. The Board shall evaluate and assess in writing the performance of the Superintendent annually in January of each year of this Contract or any extension thereof and may do so more often at Its discretion. The evaluation and assessment shall be related to the duties of the Superintendent as outlined In the Superintendent's Job description and to the adopted annual goals outlined In Subsection 5.1. The Superintendent shall provide a written reminder to the Board of its evaluation obligation at least 30 days prior to the Regular Called Board Meeting In January. The evaluation format and procedure shall be in accordance with the Board's policies and state and federal law. Unless the Superintendent specifically requests otherwise in accordance with applicable law, all meetings, conferences, and discussions concerning the Superintendent's performance shall be held in closed executive session and shall be considered confidential to the extent permitted by law. In the event the Board deems that the evaluation Instrument, format and/or procedure Is to be modified by the Board and such modifications would require new or different performance expectations, the Superintendent shall be provided a reasonable period of time to demonstrate such expected performance before being evaluated.

## **6. TERMINATION OF EMPLOYMENT CONTRACT**

6.1 Mutual Agreement. This Contract may be terminated by the mutual agreement of the Superintendent and the Board in writing, upon such terms and conditions as may be mutually agreed upon.

6.2 Death, Retirement. This Contract shall be terminated upon the death or retirement of the Superintendent.

6.3 Dismissal for Good Cause. The Board may dismiss the Superintendent at any time for good cause In accordance with any applicable state and federal law and any relevant Board policies. The Board agrees that consolidation with another school district, if such consolidation were to occur, does not constitute good cause for termination or non-renewal of this Contract.

The term "good cause" is defined as follows:

- (a) Failure to fulfill duties or responsibilities as set forth under the terms and conditions of this Contract;
- (b) Incompetence or Inefficiency In the performance of required or assigned duties as documented by evaluations, supplemental memoranda, or other written communication from the Board; provided, however, the terms and conditions of this paragraph shall not justify good cause unless the Board has provided the Superintendent a reasonable opportunity to remediate any Incompetency or Inefficiency;
- (c) Insubordination or failure to comply with lawful written Board directives;
- (d) Failure to comply with the Board's policies or the District's administrative regulations;
- (e) Neglect of duties;
- (f) Drunkenness or excessive use of alcoholic beverages;
- (g) Illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act;
- (h) Conviction of a felony or crime involving moral turpitude;
- (i) Failure to meet the District's standards of professional conduct;
- (j) Failure to comply with reasonable District professional development requirements regarding advanced course work or professional development;
- (k) Disability, not otherwise protected by <sup>225</sup>law, that impairs performance of the required duties of the Superintendent; Immorality, which Is conduct the Board determines is not In

conformity with the accepted moral standards of the community encompassed by the District.

(l) Immorality is not confined to sexual matters but includes conduct inconsistent with rectitude or indicative of corruption, indecency, or depravity;

(m) Assault on an employee or student;

(n) Knowingly falsifying records or documents related to the District's activities;

(o) Conscious misrepresentation of facts to the Board or other District officials in the conduct of the District's business;

(p) Failure to fulfill requirements for superintendent certification; or,

(q) Any other reason constituting "good cause" under Texas law.

6.4 Procedure for Good Cause Dismissal. In the event the Board proposes to terminate the Contract for good cause, the Superintendent shall be afforded the rights set forth in the Board's policies and applicable state and federal law.

6.5 Termination for Disability. In the event that the Superintendent becomes physically or mentally disabled and is no longer able to perform the essential functions of his position under this Contract with a reasonable accommodation that does not cause materially undue hardship to the District, the Board may terminate this Contract and the employment of the Superintendent; provided, however, that the Board may terminate this Contract pursuant to this Section 6.5 only following (a) the Superintendent's use of all then accrued and unused state and local sick leave and personal leave days and (b) the Superintendent's continued physical or mental disability and inability to perform the essential functions of his position under the terms outlined above following the Superintendent's use of all such accrued and unused sick and personal leave days. Verification of the illness or disability of the Superintendent shall be required, at the District's sole expense, whenever a majority of the Board requests it, but no more frequently than once per Contract year. Verification shall be by a physician designated by the Board and Superintendent; however, should the Board and Superintendent be unable to agree, the physician shall be the physician (or such physician's designee) chosen under Subsection 4.4. Should the Superintendent be terminated under this Section due to such physical or mental disability, the Superintendent shall be entitled to six (6) months of his annual base salary set out in Subsection 3.1. Except for the payments set out herein, the District shall have no further liability to the Superintendent for any other compensation or benefits.

6.6 Extension of Contract Term by the Board. The Board may, in its discretion, extend the term of this Contract at any time, but there is no requirement that it do so.

6.7 Non-Renewal of Contract. The Board may choose not to renew this Contract upon its expiration. Any nonrenewal of this Contract shall be effectuated in accordance with Board policy and applicable state and federal law.

## **7. MISCELLANEOUS**

7.1 Governing Law. This Contract shall be governed by the laws of the state of Texas, and shall be performable in Montgomery County, Texas.

7.2 Complete Agreement. This Contract embodies the entire agreement between the parties, and, except as expressly provided herein, cannot be changed, altered or amended except by written amendment signed by both parties.

7.3 Professional Liability. To the extent it may be permitted to do by applicable law, including, but not limited to, Texas Civil Practice & Remedies Code Chapter 102, the District does hereby agree to defend, hold harmless, and indemnify Superintendent from any and all

demands, claims, suits, actions, judgments, expenses and attorneys' fees Incurred In any legal proceedings brought against Superintendent in the Superintendent's individual or official capacity as an employee and as Superintendent of the District, providing the incident(s), which Is (are) the basis of any such demand, claim, suits, actions, judgments, expenses and attorneys' fees, arose or does arise In the future from an act or omission of Superintendent as an employee of the District, acting within the course and scope of Superintendent's employment with the District; excluding, however, any such demand, claim, suits, actions, judgments, expenses and attorneys' fees for those claims or any causes of action where it is determined that Superintendent committed official misconduct, or committed a willful or wrongful act or omission, or an act or omission constituting gross negligence, or acted in bad faith; and excluding any costs, fees, expenses or damages that would be recoverable or payable under an insurance contract, held either by the District or by Superintendent. The selection of the Superintendent's legal counsel shall be with the mutual agreement of the Superintendent and the District if such legal counsel Is not also District's legal counsel. A legal defense may be provided through Insurance coverage, in which case the Superintendent's right to agree to legal counsel provided for him will depend on and be subject to the terms of the applicable Insurance contract. To the extent this paragraph exceeds the authority provided and limitations Imposed by Texas Civil Practice & Remedies Code, Chapter 102, it shall be construed and modified accordingly. The provisions of this paragraph shall survive the termination of this Contract. In no event shall any Individual Board member, present or future, be personally liable for defending or Indemnifying the Superintendent against any such demands, claims, suits, actions, and legal proceedings.

7.4 Conflicts. In the event of any conflict between the terms, conditions, and provisions of this Contract and the provisions of the Board's policies or any permissive state or federal law, then, unless otherwise prohibited by law, the terms of this Contract shall take precedence over the contrary provisions of the Board's policies or any such permissive law during the term of the Contract.

7.5 Savings Clause. In the event any one or more of the provisions contained In this Contract shall, for any reason, be held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein. All existing agreements and contracts, both verbal and written, between the parties hereto regarding the employment of the Superintendent have been superseded by this Contract, and this Contract constitutes the entire agreement between the parties unless amended pursuant to the terms of this Contract.

This Agreement is effective upon execution of the signatures listed below.

EXECUTED this 31 day of July, 2023.

BOARD OF TRUSTEES  
SPLENDORA INDEPENDENT  
SCHOOL DISTRICT

By: \_\_\_\_\_  
Mr. Allen Wells  
President, Board of Trustees

227  
By: \_\_\_\_\_  
Dr. Jeffrey S. Burke  
Superintendent of Schools