

Regular July Board Meeting
Thursday, July 24, 2025 5:30 PM

Slidell High School Library
1 Greyhound Lane
Slidell, Texas 76267

Agenda

- I. Call meeting to order, establish a quorum
- II. Welcome
- III. Public Comment Opportunity
- IV. Business to come before the Board
- V. **Consent Agenda Items**
All item(s) on the Consent Agenda are considered to be routine and will enacted with one motion and a majority vote of the governing body.
- VI. Informational Items
- VII. Action Items
- VIII. Closed Session per Texas Government Code(s):
- IX. Action Relevant to Items Covered During Closed Session
- X. Future Agenda Items
- XI. Adjournment

SLIDELL ISD

“On Track and Leading the Pack”



Gifted and Talented Handbook

25-26

Student Eligibility: The district will not discriminate against students regarding race, color, creed, religion affiliations, sex, or disability. A student is eligible to participate in G/T services based upon the criteria set by the district, in accordance with TEA guidelines.

PHILOSOPHY

The mission of Slidell Independent School District is to provide a unique educational experience where all students excel academically, physically, and socially in a safe and nurturing environment that encourages respect and responsibility and prepares students to be confident, life-long learners, and productive citizens. To fulfill this mission, instruction must be of the highest quality, equity must be maintained for all students, and educators shall be accountable for results.

Based on this mission for all students, programs for the gifted and talented students are geared toward the potential of such students. The gifted and talented program should encourage these students towards maximizing their reasoning and performance abilities while incorporating both creative thinking and problem solving. The program provides a variety of experiences for students that enable them to understand learning and knowledge within and among themselves.

These beliefs should shape the development of an exemplary program for students whose needs are different from those of other students.

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS

The Texas State Plan for the Education of Gifted and Talented Students outlines the expectation for GT services into accountability and exemplary (TEC 29.123). Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of GT service design – Fidelity of Services, Student Assessment, Service Design, Curriculum and Instruction, Professional Learning, and Family and Community Involvement. The accountability standards reflect actions required in state law and/or State Board of Education rule.

DEFINITION OF GIFTEDNESS (TEC.29.121)

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high-performance capability in an intellectual, creative, or artistic area.
- Possesses an unusual capacity for leadership; or

- excels in a specific academic field. (Texas Education Code [§29.121](#))

Slidell ISD defines giftedness in the same manner as the State of Texas. All students enrolled in Slidell ISD will have equitable access to be identified for services under this definition.

SLIDELL ISD VISION OF GIFTED EDUCATION

Slidell ISD provides services for identified gifted learners to cultivate independent and collaborative learners who are challenged to discover their gifts and talents and contribute to our future world.

MISSION FOR GIFTED EDUCATION

We cultivate GT students by:

- Providing a challenging, engaging curriculum
- Encouraging critical thinking, creative problem solving, research and communication skills.
- Inspiring life-long learning
- Supporting individual learning styles and affective needs to be successful in college/ career/ life.

SLIDELL ISD GIFTED AND TALENTED SERVICE GOALS

Gifted students in grades K-12 are provided *an array of learning opportunities* (§89.3 TAC) to:

- Intellectually challenge,
- Provide joy in learning,
- Foster skills communication,
- Provide collaboration with peers, and
- Meet the unique affective needs of GT students.

IDENTIFICATION PROCEDURES AND PROCESSES

Communicate the Process to Parents and Community

At Slidell ISD, referral procedures and forms for assessment are communicated to families in a language they understand and/or a translator or interpreter is provided to the extent possible.

Families and staff are informed of the placement decision within 10 days of the district Gifted and Talented Committee determination. They are encouraged to schedule conferences with the Director of Special Programs to discuss placement decisions.

Prior to the assessment window, Slidell ISD will hold a district parent/ family awareness information meeting/ session, which will give an overview of the assessment process. This information may be shared in conjunction with the Fall Open House/ Meet the Teacher or virtually.

Referral Process

Slidell ISD has board approval on the identification procedures and processes of students K-12 for Gifted and Talented services. These procedures meet state requirements (19 TAC §89.1(1)) and have been designed to ensure the identification of any student who performs or shows potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district.

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. The district provides at least one screening and identification and assessment opportunity per school year (EHBB Legal/ Local). Screening as well as identification and assessment is a multi-step process that involves both qualitative and quantitative measures. (EHBB Legal/ Local) (19TAC89.1)

- **Kindergarten Screening:** All Kindergarten students are screened for possible consideration for GT services. The initial GT screening for all Kindergarten students begins in January. Students who move to testing must have parent permission to continue testing. The state of Texas requires that Kindergarten gifted students are served by March 1. Beginning March 1, identified Kindergarten

students are provided opportunities for application of their gifts, talents, and skills through project-based learning, including building community and self-awareness, investigating the creative process and researching as part of the Kindergarten GT service.

- **Grades 1-11 GT Referrals:** All students in grades 1-11 may be referred for screening and identification at any time during the school year by anyone. Screening and assessment will take place during at least one district window each school year. Students identified from the annual screening and assessment will begin services the following school year or semester based on when the assessment occurs. *Note: All students in Slidell ISD have access to Advanced Program opportunities, differentiated instruction, and special activities as listed above. The Elementary Gifted and Talented services may be provided through a pull out, push in, or combination type of instructional arrangement.*

- I. **Screening, Assessment, and Identification Process:** The Director of Special Programs or other designated certified, GT trained teacher completes the screening, assessment, and identification measures to collect multiple measures for the GT Decision Committee Review. The GT Decision Committee Lead has at least 30 hours of GT foundation training and members of the committee have at least 6 hours of GT training in identification and assessment of the GT learner. The committee of 2-3 educators may be composed of GT trained teachers, the Director of Special Programs, and Campus Administrator(s).

- ➔ **Step 1: SCREENING:** All students in Kindergarten and all students referred for GT services will participate in the GT screening process. The purpose of this screening is to identify students who demonstrate potential in the areas of general intellectual ability through district selected achievement and observation feedback tools. Screening does not require permission to test as measures used are provided to all Slidell ISD students. ***Note: students not meeting screening criteria will not move forward to additional assessment.***

- ➔ **Step 2: ASSESSMENT:** Parents of students meeting the screening process criteria will be notified and students will be assessed for gifted services once permission from the parent/ guardian is received. Assessment tools may include, but are not limited to the following:

- ◆ Achievement Tests

- ◆ Cognitive Ability Tests
- ◆ Creativity Tests
- ◆ Behavioral Checklists
- ◆ Student/ Parent Conferences
- ◆ Student Work Products

- **Step 3: IDENTIFICATION:** All measures collected are evaluated by the GT Decision Committee. The committee recommends appropriate educational placements. The committee may request additional data collection if needed.
- **Step 4: NOTIFICATION:** The Director of Special Programs or other designated GT representative will notify parents or guardians in writing of the committee’s decision.
- **Step 5: CONSENT and REVIEW/ APPEALS:** Parents/ Guardians of all qualifying students must give written consent for their child to receive GT services. Parents of non-qualifying students may request a conference with the Director of Special Programs or other designated GT representative to review the assessment results. If parents, guardians, teachers, or the student question the decision of the GT Decision Committee, they may initiate the appeals process. Prior to the appeal, all parties are encouraged to meet with the campus staff. If an appeal must be filed, it should be done within fifteen school days from the parent/guardian receipt of the committee’s decision. All appeals will first go to the campus selection committee (EHBB Local). Any subsequent appeals shall be made in accordance with (FNG Local) beginning at Level 2.

II. Transfers: When a student identified from another school district enrolls in Slidell ISD, the GT Decision Committee will need to review the student’s records to determine if placement in the district’s program for gifted and talented students is appropriate (EHBB (Legal/ Local). Upon enrollment the campus will request GT records from the previous school through the campus registrar if the “GT Identified in prior district” is indicated on the student enrollment records. Once documentation is received the registrar will provide the records to the Director of Special Programs or other designated GT representative to review and provide to the GT Decision Committee. The GT Decision Committee will review records at the beginning of the year and on an ongoing basis if students enroll after the beginning of the school year to determine if placement in Slidell ISD’s GT services is needed. Parents will be notified in writing of the committee decision. If the student does not have enough evidence to be placed in GT services, the parent

may refer the student for additional testing in the next available GT screening and testing window.

- III. **Reassessments:** The district shall not perform routine assessments. (EHBB Local)
- IV. **Furlough:** Furloughs from GT services are intended to help meet the needs of students who need a temporary break from gifted services. Furloughs may be requested by parents, students, or teachers and last for one school calendar year. The GT Decision Committee will make recommendations for re-entry into GT services, based upon individual needs of the student. If furloughed students are not re-entered into GT services the next school year, retesting to re-enter program services will need to occur (EHBB(Local)).
- V. **Refusal of Services/ Exit:** Identified GT students and/or their parents may refuse services and/or request to be exited from the GT program. (EHBB Legal/ Local).
 - Parents and/or students can request to be exited from GT services.
 - Written documentation of refusal of or exit from GT services is required and documentation is placed with the GT records that are part of the student cumulative record.

Slidell ISD Identification Timeline

GT Information and Referral Procedures shared with community and parents via school website, social media apps, and Meet the Teacher Night.	August- September
New to Slidell Referral window for new students attending Slidell for the first time- K-12 is opened.	September- October
The Gifted and Talented Committee meets to review assessment results.	November- December
Kindergarten and 2nd Grade Screener after Middle of the Year assessments for all students.	January- February
Assessments conducted after written parental permission obtained.	
Written parental permission for services obtained for identified students.	December - February
Acceptance letters sent,	
Parent conferences available in person, virtually, or by	

phone.	
Identified GT students begin services for new to Slidell students.	Immediately after determination.
Public Notice of referral nomination window for all students grades K-12 for the Gifted and Talented Program. Assessments conducted after written parental permission obtained.	January- February
The Gifted and Talented Committee meets to review assessment results.	March
Written parental permission for services obtained for identified students. Acceptance letters sent, Parent conferences available in person, virtually, or by phone.	March- May
Services begin for identified GT students	August 26-27 School Year

SERVICE DESIGN INCLUDES (BUT IS NOT LIMITED TO):

- Instructional and organizational patterns that enable identified students to:
 - Work together as a group
 - Work with other students
 - Work independently
- A continuum of learning experiences that leads to the development of advanced-level products and performances; in-school and, when possible, out-of-school options relevant to the student’s area of strength that are available during the entire school year.
- Opportunities to accelerate in areas of strength (TAC §89.3). This can include, but not limited to opportunities for dual credit enrollment, advanced placement classes, music/ fine arts, STEM classes, welding and agriculture classes and UIL participation, etc.

PROGRAM OPTIONS

Kindergarten- 5th Grade

Slidell ISD utilizes in-class differentiation in all grade levels. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects along with The Gifted and Talented Teacher Toolkits 1 and 2 (https://jukebox.esc13.net/01_TeacherToolkit_2017/HTML_files/gt_home.html), provided by the Texas Education Agency, which guides the instruction of developing and enhancing research skills.

Our classroom teachers have received the mandatory 30 hour Gifted and Talented training. You will see flexible grouping, tiered instruction, centers, higher- level thinking, open-ended tasks, and student choice. GT students are strategically placed in small groups with GT trained teachers. All of these teachers have the knowledge to differentiate their curriculum to meet the needs of GT students in their classes.

Grades 6-12

In grades 6-12, identified students are served within core foundation subjects- Math, Science, ELAR and Social Studies- through Honors, Advance Placement (AP), and Dual Credit. These purses will be differentiated for the Gifted and Talented student modifying the depth, complexity, and pacing of the general higher placement curriculum.

Out-of-School Options

Slidell ISD maintains at each campus as well as on its website a list of special activities (i.e. contests, such as UIL, 4H, FFA, Music, and Fine Arts, academic recognition, community programs, volunteer opportunities, etc.) that are appropriate for Gifted and Talented students.

The district, to the extent possible, provides out of school options relevant to the student's area of strength.

CURRICULUM AND INSTRUCTION

At Slidell ISD, we are committed to meeting the needs of *all students*, including this special population. Our students have many gifts and talents that range from academics to art, performance, and music. The services described below address the advanced academic needs of gifted and talented students in General Intellectual Ability and Creativity. We are committed to placing gifted and talented students in classes that meet their needs academically.

Learning Experiences

Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members through district/ campus newsletters, the district website and social media applications.

Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research using the Texas Performance Standards Project (TPSP) as well as the development of sophisticated products and performances. Students participate in annual presentations to other students as well as the community through various formats.

Acceleration

Flexible pacing is employed in the classroom as well in scheduling procedures, allowing students to learn at the pace and level appropriate to their abilities and skills.

Curriculum Alignments

Slidell ISD utilizes the Texas Performance Standards Project (TPSP) as its structured, sequenced, and challenging curriculum alignment in the four core foundational areas that lead to advanced level, sophisticated procedures and performances.

Modifications and Accommodations

The district utilizes flexible scheduling for gifted students in order to meet the identified needs of individual students.

Teachers are trained to adapt and/or modify the core or standard curriculum to meet the needs of gifted and talented students and those with special needs. Students with special

needs such as twice exceptional highly gifted and English Learners are provided the support needed to be successful in the Slidell ISD Gifted and Talented program.

PROFESSIONAL LEARNING

The Texas State Plan for the Education of Gifted and Talented Students states: “A minimum of thirty clock hours of professional development that includes nature and needs of gifted and talented students, identification and assessment of gifted and talented students’ needs, and curriculum and instruction for gifted and talented students is required for teachers who provide instruction and services that are a part of the district’s defined gifted and talented services. Teachers are required to complete thirty (30) hours of professional development prior to their assignment to the district’s gifted and talented services (19 TAC 89.2(1)).”

REQUIREMENTS

School Board

Slidell ISD utilizes the services of Region 11 ESC to annually train our school board members on GT program accountability based on the Texas State Plan for the Education of Gifted and Talented Students. (19 TAC §89.5)

Administrators

Slidell ISD requires all administrators to complete the 6- hour course in Nature and Needs for Administrators, which includes service options for gifted and talented students.

Director of Special Programs/ Coordinator

Slidell ISD requires its Director of Special Programs/ Coordinator of Gifted and Talented Services with supervisory duties to have completed the thirty hours of required GT training, Nature and Needs for Administrators, as well as maintain their annual 6- hour updates.

The Director of Special Programs or designated GT representative will disseminate professional learning opportunities as they occur.

The Director of Special Programs or designated GT representative maintains records of the professional development of the administrators, GT teachers, and all district required

training within the Gifted and Talented Program.

Counselor

Slidell ISD requires counselors who work with GT students to complete a 6- hour course in Nature and Needs, which includes service options for gifted and talented students.

Teachers

Slidell ISD mandates core teachers who provide instruction and services that are a part of the district's defined gifted and talented services complete the mandatory thirty hours of Gifted and Talented training prior to their teaching assignment as well as their yearly 6-hour update prior to their assignment to the district's gifted and talented services.

Teachers without training required as stated above in this section who provide instruction and services that are part of the gifted and talented program must complete the 30-hour training requirement within one semester.

All teachers, administrators, and counselors are required to receive a minimum of six hours, annually, of professional development in gifted education.

Slidell ISD encourages its teachers to pursue additional professional development in their disciplines and gifted and talented education.

To ensure fidelity of professional development, Slidell ISD requires **prior** district approval for training designed to meet the state- mandated 30-hours and 6-hour updates. During the beginning of the year in service, the district offers access to an annual update through Region 11 and/or on campus.

CONTACT INFORMATION

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Slidell Independent School District
Dyslexia
and
Related Disorders
Program and Procedures Handbook



Slidell Independent School District
1 Greyhound Lane
Slidell, TX 76267
940-535-5260
www.slidellisd.net
District Dyslexia Handbook

The dyslexia instructional program in Slidell ISD is designed to offer targeted instruction to students who exhibit characteristics of dyslexia and related disorders.

ASSURANCE OF NONDISCRIMINATION

Slidell ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff member has been designated to coordinate compliance with these legal requirements:

Gina McCollough, Director of Special Programs and Instructional Services

Email: gmccollough@slidellisd.net

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central office administration contact, and finally the board of trustees, in accordance with Policy FNG.

If assistance from the Office for Civil Rights (OCR) of the Department of Education is needed, contact the OCR Regional Office of Texas:

Dallas Office for Civil Rights, U.S. Department of Education

1999 Bryan Street, Suite 1620 Dallas, Texas 75201-6810

Telephone: (214) 661-9600 Facsimile: (214) 661-9587

Email: OCR.Dallas@ed.gov

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Preface

The purpose of Slidell ISD Dyslexia Handbook is to provide procedures for campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia and related disorders.

Goal

The Texas Administrative Code §74.28 (State Board of Education) has established the following for district goals:

A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should be done only by individuals/professionals who are trained to assess students for dyslexia and related disorders.

Slidell ISD provides appropriate services for all students with dyslexia as defined in T.E.C. 38.003 and T.A.C. 74.28 including the revised procedures concerning dyslexia and related disorders.

TEC (TEC) §38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Additionally, TEC 7.102(c)(28) charges the SBOE with approving a program for testing students with dyslexia and related disorders. HB 3928, passed during the 88th regular legislative session, requires the program, which is described in Title 19 of the Texas Administrative Code (TAC) §74.28 and this

handbook, to not include a distinction between standard protocol dyslexia instruction, as this was included in the 2021 handbook version, and other types of direct dyslexia instruction, including specially designed instruction. The Individuals with Disabilities Education Act (IDEA) establishes assessment and evaluation standards and procedures for students (34 C.F.R. Part 300 (IDEA)).

I. DEFINITION AND CHARACTERISTICS OF DYSLEXIA AND RELATED DISORDERS

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

“Dyslexia is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.”

“Related disorders include disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.”

The International Dyslexia Association defines “dyslexia” in the following way:

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” Adopted by the International Dyslexia Association Board of Directors, November 12, 2002

The primary areas of difficulty for a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading

comprehension and/or written expression. These difficulties are UNEXPECTED for the student's age, educational level, or cognitive abilities. Additionally, there is often a FAMILY HISTORY of similar difficulties.

Dyslexia is a language-based learning disability and refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually have trouble with other language skills, such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, and/ or extra support services (International Dyslexia Association (IDA), 2017).

Characteristics of Dyslexia

- difficulty with phonological awareness processing the sounds of speech, including segmenting, or breaking spoken words into individual sounds,
- difficulty identifying and manipulating sounds in syllables
- difficulty with rhyming words,
- variable degrees of difficulty learning the names of letters and their associated sounds,
- difficulty with learning and reproducing the alphabet in correct sequence (in either oral or written form),
- difficulty decoding nonsense or unfamiliar words,
- difficulty reading single words in isolation,
- difficulty with recognition of sight words,
- over reliance on picture clues, guessing at words
inaccurate oral reading,
- difficulty reading fluently (slow, labored reading)
- difficulty with learning to spell,
- variable degrees of difficulty with reading comprehension,

- avoidance of reading,
- limited vocabulary due to reduced reading experience, reliance on listening rather than reading,
- variable difficulty with aspects of written composition,
- difficulty with volume of reading and written work,
- frustration with amount of time required for reading
- difficulty with notetaking, and
- family history of similar problems.

Some students are able to succeed with learning early reading and spelling tasks (especially if they have strong visual memory skills); however, they begin to experience problems when the requirements of reading/understanding complex texts and writing with complex language skills increase in the intermediate or upper grades.

Associated Academic Difficulties and Other Related Conditions

Besides academic struggles, some students with dyslexia may exhibit other complicated conditions and/or behaviors. The most common co-occurring disorder with dyslexia is attention deficit disorder. As a result, many students with dyslexia perform erratically day-to-day and make inconsistent errors. Anxiety is the most common emotional symptom for students with dyslexia. Constant frustration and confusion in school contribute to the fear of failure, thus causing dyslexics to avoid whatever frightens them.

This avoidance behavior is often mistaken for laziness. Students with dyslexia often experience lower self-image and feel inferior to their peers. Depression can result from negative thoughts about themselves. Motivation can be a critical factor contributing to the success or failure of instructional practices. These additional conditions can have a significant impact on the effectiveness of instruction. Therefore, all of the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia.

The following signs may be associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities.

Pre-school:

- May talk later than most children;
- May have difficulty with rhyming;
- May have difficulty pronouncing words (i.e., busgetti for spaghetti, mawn lower for lawn mower),
- May have poor auditory memory for nursery rhymes and chants;
- May be slow to add new vocabulary words;
- May be unable to recall the right word;
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name.

Kindergarten through third grade:

- Fails to understand that words come apart; for example, that snowman can be pulled apart into snow and man and, later on, that the word man can be broken down still further and sounded out as: /m/ /a/ /n/;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Reads dysfluently (choppy and labored);
- Relies on context to recognize a word.

Fourth grade through high school:

- Has a history of reading and spelling difficulties;
- Avoids reading aloud;
- Reads most materials slowly; oral reading is labored, not fluent;
- Avoids reading for pleasure;
- May have an inadequate vocabulary;

- Has difficulty spelling; may resort to using less complicated words in writing that are easier to spell.

Typically, students with dyslexia will demonstrate academic underachievement. Information from parents and other sources will indicate that the student's lack of academic progress is not due to chronic absenteeism, illness, physical difficulties with sight or hearing, second-language acquisition, lack of experiential background or problems in the home. Many students with dyslexia perform significantly better in math, science and/or social studies than they do in language arts (reading and written expression).

The state requires all school districts to develop procedures for identification and appropriate instructional programs for students identified with dyslexia. At any time a student continues to struggle with reading, the district will gather data from parents, teachers and others to determine the appropriate intervention. Assessment for dyslexia may be appropriate for a student who shows some or all of the characteristics of dyslexia, and who has unexpected poor performance in reading, writing and/or spelling in the classroom.

English Language Learners (This refers to students served in bilingual and ESL programs as well as students designated limited English proficient (LEP) whose parents have denied services.)

Much diversity exists among English language learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment Committee (LPAC) is required.

II. DYSLEXIA SCREENER INCLUDING EMERGING BILINGUAL STUDENTS

State Requirements

In 2017, the 85th Texas Legislature passed HB 1886, amending TEC §38.003, Screening and Treatment for Dyslexia to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Kindergarten is screened at the end of the school year and first grade students screened no later than January 31st. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

In addition, all seventh grade students who do not pass the sixth grade reading STAAR will also be screened for dyslexia within the first 6 weeks grading period using the Texas Middle School Fluency Assessment (TMFSA) or other commissioner approved screening instrument.

In response to the screening requirements of HB 1886, the SBOE amended its rule in 19 TAC §74.28, Students with Dyslexia and Related Disorders. This law requires that evaluations only be conducted by appropriately trained and qualified individuals.

A related state law adds an additional layer to screening requirements for public school students. TEC §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law requires each school district to administer to kindergarten students a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner. The commissioner must adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. Districts are permitted to use reading instruments other than those adopted by the commissioner for first, second, and seventh grades **only** when a district-level committee adopts these additional instruments.

TEC §28.006(d) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student. A school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.

Slidell ISD uses the Texas Primary Reading Inventory (TPRI) for Kindergarten and First grade students as well as the Texas Middle School Fluency Assessment for incoming 7th graders as screening instruments and included on the Commissioner's List of approved Reading Instruments. Each of these screeners are administered by a certified teacher. Additionally, all kindergarten students will be screened for dyslexia during the spring semester using the state assessment, TPRI and all first grade students will be screened for dyslexia between December 1 and January 31 utilizing TPRI. Incoming 7th graders that did not pass the STAAR Reading Assessment in 6th grade will be screened within the first 6 weeks of school.

Below is the Texas Dyslexia Handbook Screening and Data Review for Reading Risk that Slidell ISD also incorporates (Dyslexia Handbook 2024, page 20).

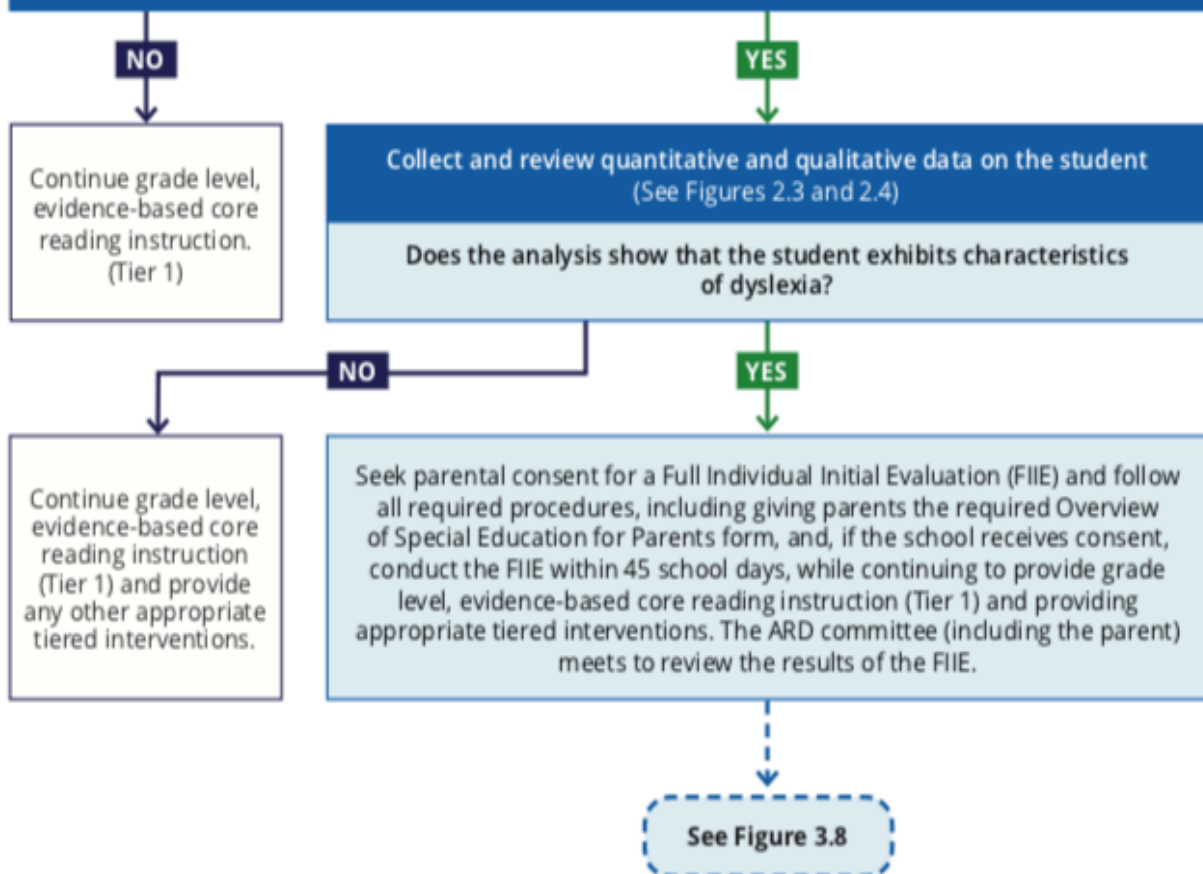
Figure 2.5 Universal Screening and Data Review for Reading Risk

Universal Screening and Data Review for Reading Risk

In kindergarten and first grade, universal screening for reading and dyslexia is administered as required by TEC §28.006 and §38.003(a)

- Kindergarten students must be administered a reading instrument at the beginning of the year (BOY), and may be administered a reading instrument at middle of year (MOY), and end of year (EOY)
- Kindergarten students must be screened for dyslexia at the end of the school year.
- First grade students must be administered a reading instrument at BOY and may be administered a reading instrument at MOY, and EOY
- First grade students must be screened for dyslexia not later than January 31.

Does the screener show the student MAY be at risk for reading difficulties?



Child Find Process and Screening

In addition to state and local requirements to screen and identify students who may be at risk for dyslexia, there are also overarching federal laws and regulations to identify students with disabilities, commonly referred to as Child Find. Child Find is a provision in the Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA.

Another federal law that applies to students with disabilities in public school is Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504. Under Section 504, public schools must annually attempt to identify and locate every qualified student with a disability residing in its jurisdiction and notify them and/or their parents of the requirements of Section 504.

Child Find Under Age of 4 as of September 1

This set of operating guidelines is crafted for Slidell ISD staff, students, and students' families to help provide quality general education and special education programming for their students. It is crafted to build quality connections between the efforts of the general education and special education programs so that each individual child and his/her parent/guardian are provided access to services most appropriate to the child's needs. Slidell ISD does not have a PreK 3 years of age program so any child under three would be a referral from Child Find.

If a parent/guardian of a student between the ages of 0-3 requests services at a campus, the Director of Special Programs or Principal will initiate the referral process, or

will refer the parent/guardian to Wise County Shared Services Arrangement. The Director of Special Education (WCSS), or Designee, is responsible for ensuring that the student is added to their tracking system list and referring the student to ECI (Early Childhood Intervention). The Director, or Designee, will maintain communications with ECI personnel to assure that assessment and services, if appropriate, are provided.

If a student is referred to either the district or to the ECI program close to his/her third birthday, the district and ECI will coordinate and follow these procedures: 1) The agency which takes the referral will inform the other agency, 2) The agencies will determine how many days remain until the student's third birthday, 3) The student will be evaluated by the agency based on the following chart, 4) The district and ECI will coordinate and hold IFSP or IEP meetings as appropriate for the student's age at the time of meeting.

Administration of Screening Instruments and Parent Notification

By law, Slidell ISD must ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Whenever possible, Slidell ISD strives to ensure that the student's current classroom teacher administers the screening instrument for dyslexia and reading difficulties if they are certified and trained in the administration of the test.

Individuals who administer and interpret the screening instrument must, at minimum, meet the following qualifications:

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for kindergarten and grade 1.

After the screener has been administered, the appropriate staff will analyze results, identify level of risk for each student, and make informed decisions. Depending on the results, the student may be referred for formal evaluation, begin targeted intervention, and/or continue with core instruction. Data will be gathered to help evaluate the students' academic progress and determine what actions are needed to ensure improvement in academic performance.

Dyslexia screening is a tool for identifying students who are at risk for this reading disability; this means that the screening does not “diagnose” dyslexia. Rather, it identifies “predictor variables” that raise red flags, so parents and teachers can intervene early and effectively. Identification of Students With Dyslexia - Richard Selznik, Dyslexia Screening: Essential Concepts for Schools and Parents 2015

SCREENER CRITERIA

Kindergarten	1st Grade
Phonological Awareness	Phonological Awareness
Phonemic Awareness	Phonemic Awareness
Sound-symbol Recognition	Sound-symbol Recognition
Letter Knowledge	Letter Knowledge
Decoding Skills	Decoding Skills
Spelling	Spelling
Listening Comprehension	Listening Comprehension
<i>EOY TPRI CLI Engage Dyslexia Screening</i>	<i>MOY TPRI CLI Engage Dyslexia Screening</i>
<i>Letter Sound Knowledge</i>	<i>Word Reading Accuracy or Fluency</i>
<i>Phonological Awareness (Blending)</i>	<i>Phonological Awareness</i>

At Slidell ISD, parents will be notified if their child falls below the screening point requirement. These students may require short-term, targeted intervention with regular progress monitoring to determine if additional evaluation is needed. The services offered to students who are reported to be at risk of dyslexia or other reading difficulties aligns with the requirements of ESSA, which requires schools

to implement comprehensive literacy instruction featuring “age-appropriate, explicit, systematic, and intentional instruction” (ESSA, 2015).

III. PROCEDURES FOR FORMAL EVALUATION and IDENTIFICATION OF DYSLEXIA

Slidell Independent School District follows the policies and procedures outlined in the Texas Education Code §38.003 (a) and assesses students “at appropriate times.” The appropriate time depends upon multiple factors including the student’s reading performance; reading difficulties, poor response to supplemental scientifically reading instruction; teachers’ input, and parent/guardians’ input.

Parents/guardians have the right to request a referral for dyslexia evaluation. The campus is obligated to review the student’s data (formal and informal) to determine whether there is reason to suspect the student has a disability. If a disability is suspected, the student will be evaluated following the guidelines from either IDEA or Section 504.

Parents/guardians are notified of a proposal to assess a student for dyslexia and informed of their rights under §504, the Rehabilitation Act of 1973. Parent permission must be obtained before formal evaluation can take place. For §504 evaluations, TEA advises districts to follow the timelines as established for special education evaluations (*evaluations must be completed within 45-instructional days from the time of consent*).

If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the district must notify the students' parents/guardians. In particular, the district may consider dyslexia assessment for students who continue to struggle with reading even after Tiers I, II or III interventions such as:

- Identification of Students With Dyslexia
- Differentiated Instruction
- Guided Reading

- Scientifically Research-Based Core Reading Instruction • Reading Recovery
- Intensive small group tutorials which target: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
- Title I reading support

Data Gathering

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. These cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided below.

- Vision screening
- Hearing screening
- Speech and language screening through a referral process
- Academic progress reports (report cards)
- Teacher reports of aptitude, behavior, and problems
- Parent conferences Results of the state student assessments as described in the Texas Education Code, §39.022
- Results of the K-2 universal screener as required in TEC §38.003
- Results of district assessments (TPRI, Curriculum Based Assessments)
- Results of testing for limited English proficiency
- Results of classroom assessments (IXL, Teacher Made Tests, Benchmarks, Progress Monitoring, etc.)
- Results of accommodations and interventions provided by classroom teachers
- Outside evaluations
- School attendance
- Parent/Teacher surveys

English Language Learners

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process. These data support the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage. Studies that have examined language development and the effects of home experiences on young children indicate that home experiences and socioeconomic status have dramatic effects on cumulative vocabulary development (Hart & Risley, 1995). Having data related to these factors may help in determining whether the student's struggles with reading are due to a lack of opportunity or a reading disability, including dyslexia.

Much diversity exists among EB students. A student's language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). EB students may be students served in bilingual and English as a second language (ESL) programs as well as students designated as EB whose parents have denied services. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (19 TAC §89.1220(g)-(m)) that is necessary to consider when identifying EB students with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required.

Additional data sources for EB students are provided below.

- Home Language Survey
- Designation of the student's level of language proficiency

- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

Assessments in Spanish parallel assessments in English for bilingual students.

Formal Evaluation

As part of the evaluation when Dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, the multidisciplinary team (MDT) must include one member with specific knowledge regarding:

- The reading process,
- dyslexia and related disorders; and
- dyslexia instruction.

TEC §29.0031(b) states this member must:

- (1) hold a licensed dyslexia therapist (LDT) license under Chapter 403, Occupations Code;
- (2) hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Sections 7.102 and 38.003; or
- (3) if a person qualified under subdivision (1) or (2) is not available, meet the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003.

Specific staff members have received ongoing training in order to serve as the designated member on the multidisciplinary team. Slidell ISD ensures that these staff members have:

- Completed the Texas Education Agency (TEA) Texas Dyslexia Academies (TDA);

- Completed the TEA’s Guidance for Comprehensive Evaluation of Specific Learning Disability Training; and
- Documented that the member has training in current research and evidence-based assessments that are used to identify the most common characteristics of Dyslexia.

Areas for Evaluation

Figure 3.4. Areas for Evaluation		
Academic Skills	Cognitive Processes	Possible Additional Areas
<ul style="list-style-type: none"> • Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling 	<ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<ul style="list-style-type: none"> • Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing speed

Procedures for Full Individual and Initial Evaluation (FIIE)

The pathway for identification is through a Full Individual and Initial Evaluation (FIIE). Slidell ISD’s process is outlined below. The student should continue to receive core instruction and appropriate tiered interventions while the process is being completed.

The decision to refer a student for a formal evaluation is always based on each individual student. Referrals must be accompanied with documentation of interventions, district benchmarks, dyslexia and early reading screeners, classroom observations and information, vision/hearing screening, current grades, home language survey, and additional information as needed. Parents/guardians always have the right to request a referral for a Full and Individual Initial Evaluation (FIIE) at any time.

Step 1: FIIE Referral and Data Gathering

When a campus student intervention team determines a student's data gives them reason to suspect the student has dyslexia, the team will initiate a referral for a FIIE. The diagnostician, the district's Director of Special Programs and Instructional Services, and/or Campus Administrator will communicate with parents. The Diagnostician or Director of Special Programs and Instructional Services will gather parent permission to assess, parent and teacher input, and hearing and vision screening.

The results of the hearing and vision screening provide useful information; however, the results may delay the start of testing. The Director of Special Programs and Instructional Services will send an Evaluation Request to the Wise County Shared Services Arrangement and diagnostician. The Director or other designated staff member will then need to start a file folder for the student. The Director or other designated staff member should gather the following:

- Authentic writing sample
- Universal screening data
- Running records (if applicable)
- Informal observation data and other relevant information

When an FIIE is recommended, parents are provided with prior written notice, Notice of Procedural Safeguards, Overview of Special Education for Parents, and Opportunity for the Parent to provide written consent to evaluate notice.

Step 2: Formal Evaluation Under IDEA

The evaluation must be completed within 45 school days. The diagnostician and other assigned staff members will administer the appropriate assessment tool for each student. Students identified as having dyslexia or related disorders from an outside source (independent source, another Texas school district, school district outside of Texas) will be evaluated for eligibility in the district's program. Slidell ISD may choose to

accept the outside assessment or may re-assess the student. In either situation, the committee will determine the identification status of a student enrolled in Slidell ISD, and the placement of the student in the dyslexia programs.

Step 3: Collaboration with Diagnostician

The diagnostician will collaborate with the Director of Special Programs, Dyslexia Teacher, Special Education Teacher, and/or any other designated staff member to create a Dyslexia Profile.

Step 4: Review and Interpretation of Data and Evaluations

After receiving recommendations from the the Wise County Shared Services Arrangement, Slidell ISD will collaborate with the diagnostician to determine if the data reflects a pattern of evidence for the primary characteristics of dyslexia that is unexpected in relation to sociocultural factors, attendance history, the provision of effective instruction, language differences, and the student's other abilities. The following questions must be considered:

- Does the data show the following characteristics of dyslexia:
 - Difficulty with accurate and/or fluent word reading
 - Poor spelling skills
 - Poor decoding ability
- Do these difficulties (typically) result from a deficit in the phonological component of language? (Please be mindful that average phonological scores alone do not rule out dyslexia.)
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction? The Texas Dyslexia

Handbook 2024

Step 5: ARD Meeting

The Special Education Teacher and/or Dyslexia Interventionist will prepare for and attend the ARD meeting. This staff member should collaborate with the diagnostician regarding writing of a Present Levels of Academic and Functional Performance (PLAAFP) and goals. At the ARD meeting, a decision will be made on the second prong of IDEA identification if specially designed instruction is needed. If the student is determined to be eligible for special education, a decision will be made on services including dyslexia instruction. If the student has been identified as a student with dyslexia but does not qualify for special education, the student will then be served under Section 504. The campus should follow Section 504 procedures. In this case, the Director of Special Programs or other designated staff member must obtain Consent to Serve. If the parents deny services, the specialist should have them sign the Waiver of Services for Dyslexia.

When formal evaluation is recommended, the school will complete the evaluation process as outlined in the IDEA. Procedural safeguards under IDEA must be followed.

The ARD committee will interpret test results and determine if the student's difficulties are in the area of reading and spelling and reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

If the ARD committee determines the student shows weaknesses in reading and spelling, the committee will examine the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities, sociocultural

factors, language difference, irregular attendance, or lack of appropriate and effective intervention.

It is not one single indicator but a collaboration of data (formal and informal) that provide the committee with evidence for whether the student's difficulties are unexpected. If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia.

If, through the evaluation process, it is established that the student meets the criteria for dyslexia, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability. Dyslexia is an SLD and should be noted as the SLD.

However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

In IDEA, dyslexia is considered one of a variety of etiological foundations for SLD. Section 34 C.F.R. §300.8(c)(10) states the following:

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The term *SLD* does not apply to children who have learning difficulties that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

The IDEA evaluation requirements for SLD eligibility in 34 C.F.R. §300.309(a)(1) specifically designates the following areas for a learning disability in reading: basic reading skills, reading

fluency skills, and/or reading comprehension. However, for purposes of TEC §29.0031(a), because dyslexia is an example of and meets the definition of an SLD, dyslexia should be noted as the identified SLD and be included in the evaluation and any resulting IEP for a student.

After the initial evaluation, if it is determined that the student has an IDEA eligible condition, such as dyslexia or a related disorder, the ARD committee (including parents/guardians) should determine if a need for specially designed instruction exists.

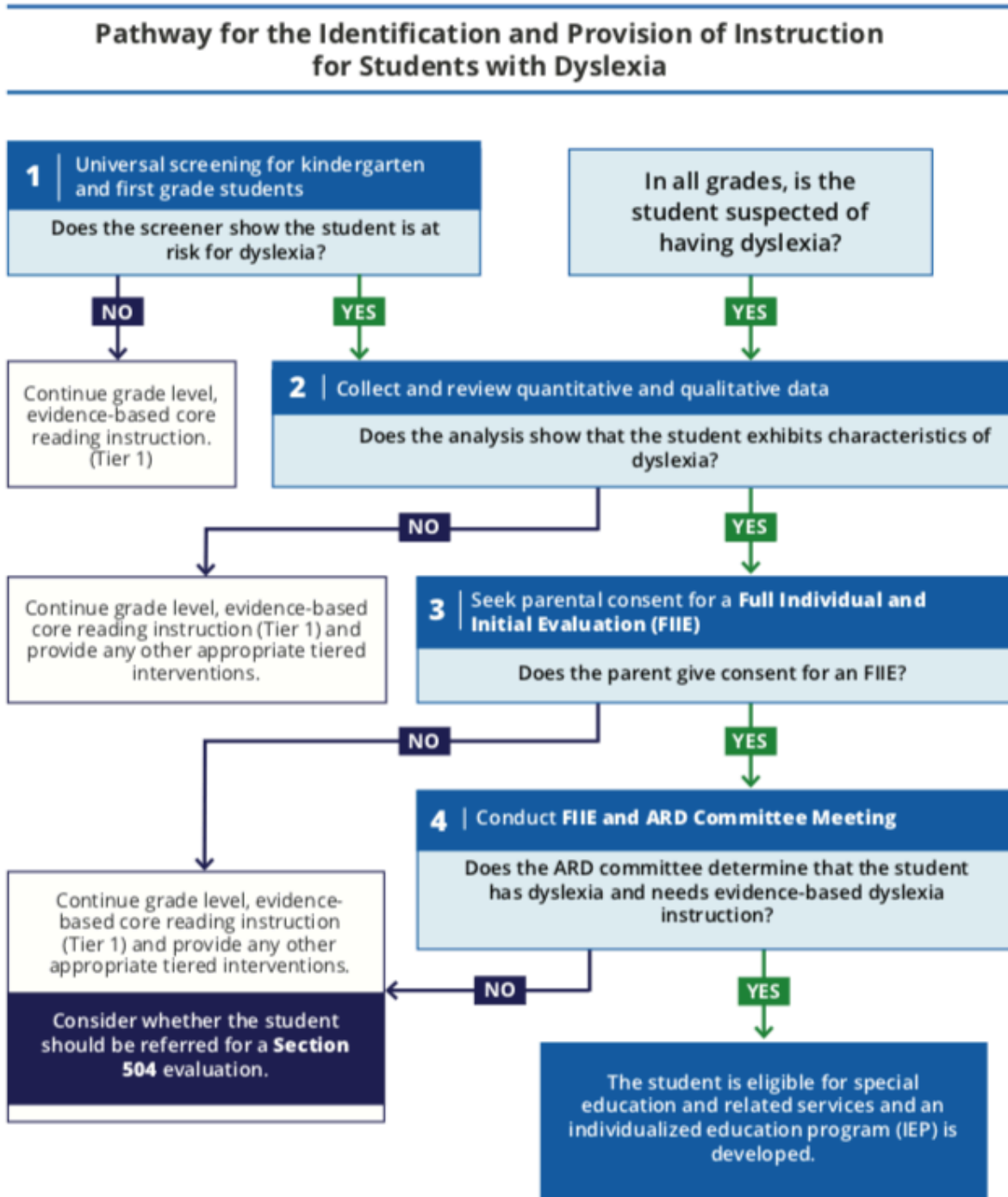
Once dyslexia has been identified as the IDEA-eligible disability, a determination must be made by the ARD committee regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education (i.e., student has both the disability and requires dyslexia instruction, which is specially designed instruction), the student's IEP must include appropriate reading instruction. Appropriate reading instruction includes the components and delivery of dyslexia instruction that are evidence based and specially designed.

If, based on the data, the student is identified with dyslexia, but is determined by the ARD committee as not eligible for special education and related services because the student is determined to not need dyslexia instruction, (i.e., specially designed instruction) the student may be eligible to receive accommodations under Section 504.

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 Plan, which must include appropriate instructional accommodations to meet the individual needs of the student. A student identified with dyslexia and who needs dyslexia instruction would not be served under Section 504, as this is a specially designed instruction.

Pathway for Identification and Provision of Instruction for Students with Dyslexia

Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia



IV. EVIDENCE- BASED COMPONENTS of DYSLEXIA INSTRUCTION

Once it has been determined that a student has dyslexia, Slidell ISD will provide an appropriate program for the student as required in TEC §38.003. The district has purchased a reading program for students with dyslexia and related disorders that is aligned with the following descriptors found in the Dyslexia Handbook Update 2024.

- Phonological Awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Fluency
- Reading Comprehension

Delivery of Dyslexia Instruction

Teachers must deliver:

- Simultaneous, Multisensory Instruction
- Systematic and Cumulative Instruction
- Explicit Instruction
- Diagnostic teaching to automaticity
- Analytic and Synthetic Approaches

Slidell ISD uses Reading By Design: An Individualized Literacy Intervention that delivers a systematic, multisensory approach aligned with research-based practices for developing literacy and designed for students with basic reading difficulties, such as dyslexia. Teachers who provide instruction for students with dyslexia must be certified in Reading By Design. Dyslexia teachers do not have to hold a specific license or certification but must at minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and do not have to be certified as a special educator when serving a student who receives special education.

Slidell ISD's Dyslexia teachers are both certified in Reading By Design and hold Special Education Certifications.

Reading By Design is included on the TEA's list of approved Evidence- Based Dyslexia programs. This program is designed for grades Kindergarten- Secondary. This intensive reading program is comprised of:

- Volume 1 - Alphabetic Principle
- Volumes 2-4 - Six syllable types, digraphs, diphthongs, and other sound/symbol correspondences
- Volume 5 - Greek and Latin Roots/Morphology

Students receive Reading by Design instruction for 45 minutes a day, four days a week. Length of program instruction is 1-3 years.

Components of the Standard Protocol Dyslexia Instruction

Critical, Evidence-Based Components of Dyslexia Instruction 19 TAC §74.28

- Phonological awareness is the internal sound structure of words. An important aspect of instruction enables students to detect, segment, blend, and manipulate sounds in spoken language.
- Sound-symbol association (phonics) instruction that utilizes the letter-sound plan in which words that carry meaning are made of sounds, and the sounds are written with letters in the correct order. Students with this understanding can blend sounds associated with letters to decode words and can separate words into component sounds to spell and write effectively.
- Language structure encompasses syllabication (six syllable types), orthography (written spelling patterns), morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context).
- "Syllabication must be directly taught in relation to the word structure" (Birsh, 2018. P. 26).

- Orthography instruction should be integrated with phonology and sound-symbol knowledge.
- Morphology involves learning how morphemes combine to form words.
- Syntax includes a set of principles that dictate sequence and function of words in a sentence such as grammar, sentence variation, and mechanics of language (Birsh, 2018, p. 26).
- Reading fluency incorporates directed proficiency in reading patterns of words accurately and with meaning to support comprehension.
- Comprehension instruction includes extracting and constructing meaning through the interaction of the reader with the text; process-oriented instruction involves the procedures of appropriate strategies for students to utilize when meaning in text breaks down.

Delivery of Dyslexia Intervention

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following (TEA Dyslexia Handbook, 2024):

- Simultaneous, multisensory (VAKT)
- Systematic and cumulative
- Explicit instruction
- Diagnostic teacher to automaticity
- Synthetic Instruction
- Analytic Instruction

TAC §74.28 (e) requires that teachers who treat students with dyslexia be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory

instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches.

V. STUDENT MONITORING and PROGRAM EXIT CRITERIA

Special Education and Dyslexia teachers routinely monitor all students who are currently in the multi-sensory program and send home progress reports for each reporting period. After completing the multisensory dyslexia program, campus special education and dyslexia teachers monitor progress of dyslexia students through eighth grade to ensure student achievement growth and success. These teachers continue to conduct progress monitoring for students who are not reading on grade level instructionally and require ongoing accommodations through high school as needed.

For students who are in high school and have not had multisensory instruction within the past two years, require few accommodations to be successful in the classroom and assessments, special education or dyslexia teachers will monitor by grades only for each grading period as long as students are in the district. If there are fluctuations in grades, then additional accommodations may need to be considered.

Dismissal of direct services is determined by the 504 or ARD committee. Once dismissed from direct services, the student is moved to a monitoring, or indirect service, status. The committee considers the following factors when recommending exiting the program:

- Successful completion of Reading by Design
- Student Growth
- Student Self-Monitoring Behaviors
- Student Achievement

Monitoring status may include, but is not limited to:

- Review Sessions (based on indirect service schedules)
- Progress reports

- Report cards
- State assessment data
- Teacher reports with accommodation documentation
- Parent information
- Counselor reports
- Other program reports

Instructional Accommodations for Students with Dyslexia

In addition to dyslexia, instruction accommodations provide the student with support for grade-level instruction in the general education classroom. Accommodations are individualized and based on the needs of each student. Here are some examples of reasonable classroom accommodations for students with dyslexia:

- Oral administration of assessments and assignments (speech to text)
- Extra time on class assignments and assessments
- Reduced or shortened assignments
- Access to audiobooks
- Text to speech for online assignments and assessments
- Spelling assistance

VI. REPORTING TO TEXAS STUDENT DATA SYSTEM

The classroom teacher or other certified teacher conducting these screeners will report the results to the Director of Special Programs or PEIMS designee for coding. This indicates whether a student has been screened and whether or not the student is at-risk for dyslexia or related disorders. The Director of Special Programs or designee will enter the Dyslexia Risk Code as follows:

- 01 – Screened and determined to not be at-risk for dyslexia or related disorders
- 02 – Screened and determined to be at-risk for dyslexia or related disorders
- 03 – Not screened for dyslexia or related disorders

Slidell ISD will provide one of the twelve Dyslexia Screening Exception Codes on why the student was coded 03. If a student is identified as having dyslexia or a related disorder, the Dyslexia Services Code, as defined by TEC 42.006, will be entered as follows:

- 00 - Student is identified with dyslexia or a related disorder but does not receive services.
- 01 - Student receives services for dyslexia or a related disorder with an individualized education program developed for the student under Section 29.005; or a plan developed for the student under Section 504, Rehabilitation Act of 1973.
- 02 - Student receives instruction that meets applicable dyslexia program criteria established by the State Board of Education; and is provided by a person with specific training in providing that instruction. (Reading by Design)
- 03 - The student is permitted, on the basis of having dyslexia or a related disorder, to use modifications in the classroom or accommodations in the administration of assessment instruments under Section 39.023

Students identified with dyslexia or a related disorder may be coded with multiple services codes, as indicated on the PEIMS Coding Overview.

VII. REPORTING TO BOARD OF TRUSTEES

Slidell ISD notifies the Board of Trustees on all students identified with eligibility for dyslexia services as reported through the Public Education Information Management System (PEIMS). Students are not identified by name but identified as how many were screened and by grade and how many are at risk for dyslexia. Students are not broken down by gender or race due to being easily identifiable in small classes. Beginning of year TPRI and screening is submitted usually at the October or November board meeting and again in March and July for middle of year and end of year results respectively.

VII. Resources

- The 2024 Dyslexia Handbook outlines the guidelines that TEA recommends districts follow to comply with the dyslexia law.
- Links: TEA Dyslexia Website –
<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>
- TEA Dyslexia Handbook (English) –
<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2024.pdf>
- TEA Dyslexia Handbook (Spanish) –
<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>



Slidell ISD
Extracurricular Handbook
2025-2026

*If you have difficulty accessing the information in this document because of a disability, please contact the district office at (940)-535-5260.

An extracurricular activity is not necessarily directly related to instruction of essential knowledge and skills, but may have an indirect relation to some areas of curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and group/club/organization activities. The following activities also fall within the category of “extracurricular activities” for purposes of these standards: competitive activities, activities held in conjunction with another activity that is considered to be extracurricular, an off-campus activity (unless adequate facilities are unavailable on campus), activities where the general public is invited, or activities where an admission is charged.

NOTICE OF NONDISCRIMINATION

It is the policy of the Slidell Independent School District not to discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, the Age Act of 1975, and Section 504 of the Rehabilitation Act of 1973, as amended. No provision of an extracurricular behavior standard shall have the effect of discriminating on the basis of the student’s sex, race, disability, religion, or ethnicity.

Slidell Independent School District (SISD) encourages all students to take advantage of school sponsored extracurricular activities. Slidell Independent School District and the community take great pride in these activities that enhance the well-balanced educational programs offered.

INTRODUCTION

All students who elect to participate in an extracurricular activity are visible representatives of the activity and the school district. With this involvement, the student assumes additional responsibilities of leadership within the school and throughout the community. All these activities will provide the student with an environment in which he/she can develop self-esteem, self-discipline, pride and teamwork. By selecting an activity, the student will be required to sacrifice personal time to be a part of a group. SISD students who choose to participate in extracurricular activities must be self-disciplined and respectful of all school district rules concerning student conduct.

These Extracurricular Standards of Behavior are independent of the Student Code of Conduct. Violations of the Extracurricular Standards that are also violations of the Student Code of Conduct may result in independent disciplinary actions. In other words, one incident of misconduct may result in the student being disciplined under both the Student Code of Conduct and the Extracurricular Standards of Behavior.

Being a part of an extracurricular activity is an honor and a privilege. This privilege can be lost if the student violates either the Student Code of Conduct or the Extracurricular Standards of Behavior. These Extracurricular Standards of Behavior govern conduct that occurs at any time, on or off school property.

The Extracurricular Standards of Behaviors are to be reviewed and signed by each student and his or her parent/guardian prior to participation in the activity.

DEFINITION OF “EXTRACURRICULAR ACTIVITIES”

These Extracurricular Standards of Behavior apply to all students participating in extracurricular activities. The term “extracurricular activities” refers to an activity sponsored by UIL, the District, or an organization sanctioned by the Board.

SELECTION

Assignment to or enrollment in a class does not ensure that any particular student will be selected for participation in the corresponding extracurricular activity/organization. Likewise, participation in activities or events in relation to an extracurricular activity/organization does not ensure that a student will be selected for participation in the corresponding extracurricular activity/organization.

Selection procedures shall be developed by the teacher in conjunction with applicable rules and/or guidelines and communicated to interested students well in advance of the selection process. Teachers shall develop procedures that ensure that students have a reasonable opportunity to qualify.

RULES OF CONDUCT

As representatives of SISD, students in grades 2 through 12 who participate in extracurricular activities are expected to demonstrate exemplary behavior and dedication, whether at school or away. Extracurricular organizations operate within the parameters of a constitution or written participation guidelines that sponsors or coaches of the individual organizations adopt for participation in those activities. The campus principal’s review and approves all constitutions or guidelines. Nothing in the Extracurricular Code limits or otherwise restricts the authority of the coach, sponsor, or administrator to limit or restrict participation, or assign consequences for offenses not included in this handbook.

STUDENT EXPECTATIONS

Dress and Grooming – Students who participate in extracurricular activities shall comply with the district’s policy on student dress and grooming and the teacher’s specific requirements for the activity. For special events, defined by the campus administration, sponsor, or coach, specific dress requirements may be set.

The school administrators may make appropriate adjustments in the dress code to fit the unique needs of a campus or student needs. The campus administration shall employ appropriate disciplinary procedures to carry out and enforce this policy. The decision of campus administration as to the appropriateness of a garment shall be considered final.

Attendance- Students engaged in extracurricular activities are expected to participate in all practices, performances, competitions, and other events identified by the sponsor/coach. Sponsor/coach will identify times for required practices, performances, competitions, etc.

Academically ineligible students may practice or rehearse with other students, but may not participate in a competition or other public performance. A student ineligible to participate in an extracurricular activity/organization, but who is enrolled in a state approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance only if the general public is invited to the performance and the requirement for student participation in public is stated in the essential knowledge and skills of the course.

Students should make every effort to schedule health care appointments at times that will not interfere with school or activity participation. If a conflict is unavoidable, the student shall inform the teacher prior to the appointment and provide written documentation of the appointment.

STUDENT CONDUCT

A student in grades 2-12 participating in any SISD extracurricular activity shall comply with the following rules of conduct 24 hours a day, 7 days per week, and 52 weeks per year in addition to obeying the rules set forth in the SISD Student Code of Conduct, the particular extracurricular activity's constitution, handbook, rule book, and/or regulations, if any, or rules otherwise communicated to the student by the activity's coach or teacher:

Students who participate in extracurricular activities shall comply with the following rules at all times, on or off campus, regardless of whether school is in session:

1. Show respect for SISD officials and staff;
2. Participate in every practice, competition/performance and event required by the sponsor/coach, unless the sponsor/coach has granted an excused absence;
3. Arrive promptly, properly attired, for every practice, competition, etc., unless the teacher has granted an excused absence;
4. Adhere to the grooming standards described above at the section titled "Dress Code and Grooming;"
5. Do not possess or use any tobacco, tobacco-related products, e-cigarettes, alcohol, or any illegal substances;
6. Demonstrate sportsmanlike behavior;
7. Demonstrate a positive attitude;
8. Be courteous and polite to others;
9. Respect possessions of others;
10. Display academic integrity.

Serious Misconduct:

A student who is involved in Serious Misconduct is subject to disciplinary consequences in accordance with the student code of conduct will receive those consequences and may also receive consequences or experience loss of privileges in student organization(s). Students who are removed from the home campus for disciplinary reasons are not eligible to represent their home campus during the period of removal.

Slidell Extracurricular Handbook prohibits students assigned to ISS from participating in extracurricular contests while currently assigned ISS. ISS is defined as a suspension from the classroom into another setting. Grades 2-12 will abide by this policy. Students will still be required to attend after school practices. Students will not be allowed to compete in competition while enrolled in ISS. A student is considered enrolled in ISS once he or she enters the ISS classroom until the end of the school day of his or her last assigned day of ISS.

Loss of Privilege-Suspension, AEP, Expulsion

A student in grades 2-12 shall lose the privilege of participation or attendance in all extracurricular activities, including practices, during any period of suspension, placement in a Disciplinary Alternative Education Program, or Expulsion.

Nothing in the Extracurricular Standards of Behavior limits or otherwise restricts the authority of the coach of an athletic program or sponsor of any other extracurricular activity to impose penalties and limit participation in the activity for other violations of standards, rules, or expectations for membership or participation in the activity.

Disciplinary consequences for extracurricular participants will result for violations involving inappropriate conduct on campus or at school-related activities. However, extracurricular participants will receive disciplinary consequences for violations involving substance abuse no matter when or where they occur. (See also prohibited behaviors)

Students assigned to DAEP are prohibited from being on any school grounds other than the DAEP campus and from attending or participating in school-sponsored or school-related activities on or off school property until the next school day following the last day of placement.

GRADES

A student shall be suspended from participation in any extracurricular activity/organization sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.

A suspension will continue for at least three school weeks and is not removed during the school year until the conditions for removing the suspension, as described below, are met.

Until the suspension is removed or the school year ends, the teacher shall review the grades of a student suspended under these provisions at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a TEA-identified advanced course, is equal to or greater than the equivalent of 70 on a scale of 100.

ATTENDANCE

A student cannot be absent on the day of a game unless he/she previously clears the absence with his/her principal or athletic director. Medical visits or appointments will be accepted with verification of a doctor's note. Students must attend at least four classes during the school day in order to participate in a competition on that day. If there is any doubt, the athlete should clear the possible absence with the Principal or Athletic Director prior to competition. An athlete who violates this requirement will not be allowed to participate in the competition.

RACIAL INTOLERANCE

Racial intolerance will not be tolerated from participants or spectators. Anyone found guilty of making inappropriate gestures, sounds, writing, or language that is based on a person's ethnic background will receive consequences.

HAZING, BULLYING, SEXUAL HARRASSMENT, SEXUAL ABUSE, SEXUAL MISCONDUCT

The Slidell ISD will not tolerate any form of abuse within the program. Any student found guilty of participating in the abuse of another student will be immediately suspended from the extracurricular activity and turned over to the campus principal to enforce the Student Handbook and Student Code of Conduct. If a crime has been committed the necessary law enforcement agency will be notified.

SOCIAL MEDIA GUIDELINES

Due to the accessibility and use of social media in today's society, Slidell ISD is implementing guidelines to assist students in developing skills needed to make positive decisions while using social media platforms.

Guidelines:

1. Social Media use should not violate the SISD Student Code of Conduct.
2. Post should not contain language or remarks that may harm teammates or coaches, other students or representatives of Slidell or other schools.
3. Post should not contain profane, vulgar, obscene or offensive language.
4. Photos should not contain nudity, be vulgar, obscene or offensive in nature.

5. Photos or written post should not contain or reference illegal acts such as: violence, sexual harassment, selling, possessing, or using controlled substances, stalking, underage drinking, or any other inappropriate behavior.
6. Posts should not cast a negative image or negative perception of the athlete, participants, team, or school.

ISS

Any participant receiving ISS will be ineligible to participate for the duration of their placement during the regular school day. Extracurricular obligations prior to the start of the academic day and after the conclusion of the academic day should still be adhered to.

DAEP

Any participant that is assigned a disciplinary alternative education assignment (DAEP or home suspension) will not participate in practices and/or competitions for any extracurricular activity for the duration of the alternative education placement. Extended time may result in dismissal from any in season sport.

CRIMINAL CHARGES

Any participant legally accused of, arrested for, or convicted of a felony or misdemeanor (other than a traffic violation) may be subject to suspension from all competitions, or other disciplinary action may be taken if the participant is not in-season, until the matter has been cleared through the courts or punishment has been served. The participant will be expected to participate in all practices during that time in order to remain in the extracurricular program. Depending on the severity of the charges and the outcome of the case, a participant may be suspended, dismissed for the remainder of the season, or dismissed from the program for the remainder of the year. If the participant is found not guilty or all charges are dropped, then the participant will be reinstated into the program at the sponsor's and campus administrator's discretion. A participant that is placed on probation will only be allowed to compete in activities and/or competitions after a conference between the parent/guardian, the student, the coach/sponsor and the campus administrator and/or athletic director.

DRUG/ALCOHOL/TOBACCO/E-CIG USE

It is the philosophy of Slidell ISD that our interscholastic and extracurricular programs shall be drug and alcohol free. The basis for this is founded upon and by the following:

1. Use of drugs and alcohol is illegal by school age students.
2. Abuse of these products has been shown to create short- and long-term health and safety risks.
3. Students using these products may not be capable of fulfilling commitments and responsibilities toward themselves, teammates, and school.

4. Use of these products can diminish the student's mental and/or physical performance.
5. Student-athletes should be positive role models who demonstrate pride and honor to their school, community, and family.

RANDOM DRUG TESTING

In an effort to protect the health and safety of its students, Slidell ISD Board of Trustees has adopted policy FNF (LOCAL) for the drug testing of students participating in extracurricular activities as well as student drivers. Drug testing will be conducted in accordance with administrative regulations promulgated pursuant to FNF (LOCAL).

REPORTING

A participant will be considered in violation of this policy if they test positive on any drug test, if they receive a citation from law enforcement, are visibly seen by any employee to be in possession or using, if evidence of use is located by or provided to staff, or if the student confesses to the offense.

Consequences for violations will be as follows:

First offense – Up to 15 days suspension from the program to be served concurrently with any DAEP placement under the Slidell ISD Code of Conduct (if applicable) and a requirement to complete an approved alcohol/drug educational course assigned by administration.

Second offense – Up to 30 days suspension from the program to be served concurrently with any DAEP placement under the Slidell ISD Code of Conduct (if applicable) and a requirement to complete an approved alcohol/drug educational course assigned by administration.

Third offense – Permanent removal from the program.

If school is not in session, the suspension will begin immediately upon return.

APPEALS

Decisions regarding disciplinary actions may be appealed according to Policy FNG. A copy of the policy is available at SISD Central Office or online at the SISD web page. (www.slidellisd.net) Consequences will not be deferred pending the appeal.

QUITTING

All students who start participating in an extracurricular activity are expected to finish the season or time frame of that activity. Any student who attempts to quit an activity will not be allowed to

advance to another activity they would participate in until the original season has ended unless mutually agreed upon by head coaches or sponsors of both activities. (ex: can't quit basketball to go to track until basketball season is completed)

CONFLICTS IN EXTRA-CURRICULAR ACTIVITIES

An individual student who participates in many extracurricular activities may experience a conflict. If a conflict does arise, the student should:

1. Notify coaches and sponsors.
2. Notify the Athletic Director.

The sponsors, coaches, etc. will work out a solution such that the student is not affected negatively for missed activities. Compromises made may be based on the following:

1. The relative importance of each event. (i.e. district event vs. non-district event)
2. The importance of each event to the student. (i.e. playoffs vs. pre-district event)
3. The chances for success by the student in each event. (i.e. competition vs. practice)
4. How long the event has been scheduled.
5. Parental input.

Once a decision has been made, the student is expected to abide by it. The student will not be penalized for following the decision of the Sponsors, Coaches, Athletic Director, or Administration.

SELECT/CLUB SPORTS & OUTSIDE ACTIVITIES

In the case of a non-school related athletic event conflicting with a school related athletic event, priority will be given to the school athletic event. Consequences for violating this rule will be at the discretion of the Head Coach of the in-season sport and/or the Athletic Director and may include suspension from future athletic contests.

HEALTH AND WELFARE

Every student involved in extracurricular activities must have a medical emergency information sheet on file with the teacher. Certain activities require physical stamina and capabilities. Before students participate in these activities, the teacher may require evidence of a physician's and/or a parent's approval before the student is allowed to participate in the activity/organization. All athletes must obtain an annual physical, recorded on the UIL designated form, before practicing or participating in any sport.

EQUIPMENT

Any district equipment issued to a student is the financial responsibility of the student and for the student's use while participating in a school-related activity/organization. At no time is district equipment for personal use. Students must care for district-issued equipment as if it were their own. If uniforms are required for an activity/organization, the student shall be required to ensure that the uniform is worn only at appropriate times and is neat and clean for practice, performance, or competition. Equipment must be properly stored, in a proper location, and shall be kept clean and maintained. Students who lose or damage district equipment due to negligence will be required to pay for the cost of replacement. All district equipment must be returned at the end of the season or school year, as directed by the sponsor/coach.

Individually owned equipment is the sole responsibility of the student; SISD will not be responsible for any loss or damage that occurs to student-owned equipment.

FEES

Organizations may charge fees for participation and for outside services.

TRAVEL

Students who have the opportunity to travel in connection with the SISD extracurricular activity/organization are representatives of the district and must exhibit exemplary behavior at all times. Students who dress or act inappropriately while traveling to or from a SISD activity may be suspended or removed from the activity/organization, depending upon the nature of the misconduct.

All students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. An exception may be made at the sponsor's discretion and according to the guidelines of the activity's governing documents. Students are not allowed to drive themselves to out-of-district activities.

Students involved in travel shall:

1. Be on time for all trips;
2. Dress neatly and in compliance with the district's dress and grooming policy;
3. Be on their best behavior in restaurants and hotels;
4. Care for any equipment assigned to the student and return it to the proper storage location upon return to the school;
5. Be on their best behavior while on the bus or other vehicle; and
6. Promptly obey all instructions given by either the Teacher or any adult chaperon.

PARENT PARTICIPATION

Parents are encouraged to attend student performances and athletic events and to encourage all students to work hard and meet their potential. Parents are reminded that they must be positive and always model good sportsmanship. Spectators who fail to abide by these guidelines could be removed from events; if such behavior is repetitive the parent could be banned from attendance.

Acceptable Behavior

1. Be respectful of game officials, players, coaches, and all fans or facilities.
2. Show respect during introductions.
3. Cheer positively for both teams with as much enthusiasm as possible while still maintaining composure.
4. Recognize and show respect for outstanding performance of all competitors.
5. Remaining calm and quit when any participant is injured or receiving treatment.
6. Assisting other spectators and parents in maintaining appropriate sportsmanlike behavior.

Unacceptable Fan Behavior

1. Making derogatory chants, songs, or gestures.
2. The use of profane, vulgar, or abusive language.
3. Negative communication directed towards either team or staff, including calling out name, number, or any other defining characteristic.
4. Engaging any fan in a dispute or argument.
5. Using horns or noise makers.
6. Throwing objects on to the floor or into the crowd.
7. Distracting participants, obstructing vision, or directly affecting play.
8. Attempting to direct/coach from audience/stands, or giving specific instructions to any participant.

As parents, please understand a failure to adhere to the expectations could result in consequences preventing you from attending school-sponsored events. These consequences could include, but are not limited to:

1. Being asked to leave the facility and premises for the remainder of the specified event.
2. Involvement of law enforcement to ensure that all requests are compliant.
3. Suspension for a disclosed period of time for all district events.

4. Within district policies, continued disruption could also result in the student athlete being removed from the athletic program.

Parents who have concerns regarding their student's involvement in an extracurricular program should first direct their questions or concerns to the sponsor/coach, if the sponsor/coach is unable to respond to the concern in a way that satisfies the parent, the parent is encouraged to appeal to the next administrator.

FUNDRAISING

All fundraising projects shall be under the direction of a sponsor/coach and subject to the approval of the Athletic Director or Principal.

Student participation in approved fundraising activities shall not interfere with the regular instructional program. Funds collected by student groups shall be deposited in a campus fund established for the student group and shall be used only for purposes that benefit students and are authorized by the organization or upon approval of the teacher.

Individual student fundraising accounts are not permissible; all fundraising must benefit the student organization as a whole. The principal or designee shall approve all disbursements. Participation in fundraising activities does not guarantee that any student will be selected for the team, activity or organization.

COMMUNITY SERVICE

Community service must be pre-approved by the campus principal. Community service approved off of SISD property will only be done through a 501(C) (3) organization.

AWARDS

All awards to students for participation in extracurricular activities or organizations must meet criteria set forth in the individual activity/organization's guidelines, as established by the sponsor/coach leading the activity/organization and approved by the appropriate district level official. Awards must be in accordance with UIL guidelines for those activities governed by the UIL. Students who quit or are eliminated from activities in or out of season, give up all rights to honors or awards which she/he has earned, but not yet received. The sponsor/coach may add additional requirements if necessary.

SUMMARY

These Standards of Behavior are intended to dissuade students from making incorrect decisions. They are designed to provide the students of Slidell Independent School District the guidelines to be positive, responsible citizens of our school and community.

RECEIPT OF Slidell ISD EXTRACURRICULAR HANDBOOK

Acknowledgement of Student This is to acknowledge that a copy of the SISD Extracurricular Handbook has been issued to me. I have read and understand the information contained in the handbook.

Student Name (please print): _____

Student Signature: _____ Date: _____

Acknowledgement of Parent/Guardian

* I understand and consent to the student responsibilities set forth in the SISD Extracurricular Handbook. I also understand and agree that my child shall be held accountable for the behavior expectations and consequences set forth in the SISD Extracurricular Handbook.

* I also understand that in addition to obeying rules set forth in the SISD Student Code of Conduct, all students participating in SISD extracurricular activities will be required to comply with the guidelines and disciplinary regulations contained in the SISD Extracurricular Handbook.

* I also understand that the SISD Extracurricular Handbook is in addition to, and not a substitute for, the SISD Student Code of Conduct, or any other document regulating the extracurricular activity.

I understand that the SISD policies and procedures can change at any time. Additionally, I have been advised that my child's participation in extracurricular activities and extracurricular organizations, including interscholastic athletics, is a privilege, not a right. Since extracurricular activities are optional, I understand and agree that those who choose to participate will be held to higher standards of behavior and performance in and out of school.

Parent(s)/Guardian(s) Name(s) (please print): _____

Parent(s)/Guardian(s) Signature: _____

Addendum A: Slidell ISD Athletic Handbook

This handbook explains the policies and procedures that will apply for all athletic sports provided by Slidell I.S.D. This handbook will work in conjunction with the Slidell I.S.D Student Handbook and the Student Code of Conduct. In addition, the Slidell athletic program will operate in accordance with the rules and guidelines of the University Interscholastic League (UIL).

ATHLETIC PHILOSOPHY

The purpose of the Slidell I.S.D. Athletic Program is to provide students the opportunity for development outside of the general education setting. Our athletic department mission is to create a safe competitive environment in which our staff can provide instruction on specific objectives to help athletes become more successful.

A few of those objectives include:

1. To promote concepts such as teamwork, leadership, responsibility and to develop an understanding of the value of each.
2. To promote the concepts of loyalty and pride for our team, school, and community and a humble appreciation for the opportunities each provides us.
3. To display good sportsmanship, respect for ourselves and others, and to strive to represent our program with dignity even if we fail to achieve our goals.
4. To promote self-improvement, goal setting skills, and pride in our accomplishments when we succeed.
5. To promote discipline, structure, and a respect for authority in hopes that we can better learn to be more self-disciplined and therefore better members of our community.

PARTICIPATION IN THE SLIDELL ATHLETIC PROGRAM

It is the goal of this athletic program to offer the opportunity of participation to every student who has the desire to do so. Interscholastic athletics fosters competition and cooperation. It also represents an area of great potential for teaching dedication, perseverance, courage, poise and practicing the pursuit of excellence. However, no student is obligated to take part in athletics. It is to be stressed that participation in the Slidell Athletic Program is a privilege, not a right. Since it is a privilege, the coaching staff, in accordance with the Slidell ISD policy and due process procedures, has the

authority to suspend or revoke the privilege when the rules, regulations, or standards of the athletic program are not followed.

RESPONSIBILITIES OF A SLIDELL ATHLETE

All athletes have the responsibility to give their best effort, strive for excellence, and exhibit good conduct at all times in a manner that is a credit to his/her school. The fact that an individual has chosen to participate in interscholastic athletics is indicative that each athlete has taken into consideration the rewards, privileges, and pleasures that can be attained from participation. It is also indicative that each athlete understands the price that must be paid in meeting responsibilities, following rules and regulations, and meeting the demands that are placed on each individual athlete. The privilege of representing the Slidell Athletic Program coincides with the expectations of the administration, coaches, teachers, parents, community, and most of all by fellow teammates and classmates.

The responsibilities of an athlete include, but are not limited to, the following:

1. The athlete will strive for excellence in all activities at all times while being a member of the Slidell Athletic Program.
2. The athlete will faithfully abide by all rules set forth in the athletic handbook.
3. The athlete will abide by the practice schedules and complete workouts each day.
4. The athlete will personally notify his/her coach when unable to attend practice, and will miss practices only under extreme circumstances.
5. The athlete will abide by the coach's directions, instructions, and decisions.
6. The athlete will be responsible for the proper care of any school issued clothing and/or equipment.
7. The athlete will be required to pay for any clothing and/or equipment that is lost, damaged or destroyed.

NECESSARY DOCUMENTATION

Prior to participation, an athlete must have the following on file:

1. Pre-Participation Medical History and Examination form (to be completed every two years)
2. Parent/Student Acknowledgement of Rules form (UIL form only)
3. Illegal Steroid Use form (UIL form only)

4. Slidell ISD Parental Consent to Biological Testing Form (UIL form only)
5. Slidell ISD Athletic Handbook Acknowledge Form
6. Previous Athletic Participation Form (if applicable)
7. UIL Foreign Exchange Student forms (if applicable)

UNIFORMS

Student-athletes will be issued a set of practice clothes that may include but not limited to shirt, shorts, sweats, or travel suits. These clothes will be worn during participation in athletic practice or competition only. At the end of the season/year, the issued clothes will be returned. Student-athletes will pay a replacement fee for all clothing or equipment not returned at the end of the year. Student-athletes will not be allowed to participate at the next grade level until outstanding fines are paid in full. Consequences for not being dressed out in proper practice attire will be at the discretion of the head coach.

PERSONAL BELONGINGS

Athletes should not leave personal items, especially jewelry or money, in areas unsupervised. Each athlete is issued a locker and a combination lock to secure personal property. Any athlete who fails to secure their property is risking having that property stolen and coaches have limited response when this issue occurs. Slidell ISD and the Slidell Athletic Department are not responsible for lost or stolen items.

FACILITIES/EQUIPMENT

Athletes are expected to take care of all facilities and equipment at all times. Normal wear and tear is expected, misuse and vandalism is not. School equipment issued to the student is his/her responsibility. Loss of any equipment is the athlete's financial obligation. Any misuse or mistreatment of equipment or athletic facilities will be punishable at the discretion of Slidell Administration, the Athletic Director, and Coaches.

LOCKER ROOM BEHAVIOR

All athletes are expected to behave in locker rooms (both home and away). General behavior is as follows:

1. Locker rooms should only be utilized during athletic periods.
2. No running, horseplay, or throwing objects
3. Dirty Shoes / Track spikes should not be worn in the locker room.

4. Cell phone use in the locker room is prohibited including phone calls.
5. Keep all equipment in the locker (not on floor)
6. The locker room should be cleaned before athletes exit.

Locker rooms are a community athlete space. All users have equal rights to that space and will be given respect as rightful members of the athletic program.

SELECTION OF TEAMS

The Head Coach of each sport will determine the teams. The selection of teams will include, but is not limited to: skill level, knowledge of sport, attitude, and experience in the sport. Members of any athletic team are not guaranteed playing time.

ELIGIBILITY

All athletes must meet the UIL guidelines to be eligible to compete. These guidelines include but are not limited to standards of residency, credits requirements toward graduation, age requirements, and schedule requirements that must be met to participate. Student athletes are students first and expected to meet “No Pass, No Play” expectations set forth by UIL. Athletes are expected to pass all of their classes each six weeks. A student that fails a class will be ineligible for a three-week period. At the time of progress reports and the conclusion of the three-week period, the student must be passing all classes to regain eligibility. Ineligible athletes are required to attend all practices during their period of ineligibility. Student athletes that are in danger of failing may be required to attend tutorials at the Athletic Director or Coach's request.

1. Any student athlete who has a failing grade on their report card for two consecutive six weeks may be removed from the current sport.
2. Any student athlete that has a failing grade on their report card for three consecutive six weeks may be subject to removal from all athletics until he/she demonstrates the ability to pass all subjects.

SCHOOL ATTENDANCE

Athletes must meet the 90% school attendance rule to be eligible to miss school time for athletic events. Exceptions must have prior approval by the administration.

PRACTICE/CONTEST ATTENDANCE

Athletes are expected to be at all practices, meetings, and competitions on time and remain for the duration of the practice or competition required by the head coach. It is the athlete's responsibility to notify the coach if he/she must miss a practice, meeting, competition, or will not be in attendance during the athletic period.

An excused absence would include:

1. Any school sponsored activity
2. Family emergency
3. Illness
4. Medical or dental appointment
5. Funeral

An athlete will not be punished for such absences but could be required to make up a portion of the workout or competition (i.e. strength and conditioning, shooting, individual skills work, etc.) at the discretion of the Head Coach and at the approval of the Athletic Director. In such cases, the athlete will be required to present the coach and/or Athletic Director written justification from the parent/guardian or a note from the physician, immediately following the athletes return.

By becoming a member of the Slidell Athletic Program, you are making a commitment to the program. As with any other activity, please be aware that excessive tardiness or absences result in a loss of practice/instructional time. This loss of time could subject the athlete to loss of playing time or in extreme circumstances dismissal from the team. An athlete who misses an entire day of school on the day of the competition will not be eligible to compete unless prior administrative approval has been granted prior to the absence. An unexcused absence from a game may result in suspension of the next scheduled game.

MAKE-UP TIME/CONDITIONING PLANS

The athlete will need to meet with the head coach and athletic director to create a conditioning plan for any missed practices, games, competitions, etc. This includes missed days for a disciplinary placement when the athlete is suspended from the program.

CELL PHONE USE

During any activity associated with Slidell athletics that is led by a member of the Coaching staff (i.e. weights, film, walkthroughs, conditioning, practice); cell phones shall not be present. During these times cell phones should remain in the locker room and be secured in the school provided locker.

PARTICIPATION WHEN INJURED

Any athlete that is injured during the course of the season and is unable to participate due to the injury must continue to follow all expectations, rules, and regulations, if the athlete wishes to remain a part of the team. The coaching staff should be notified as soon as possible if an injury is discovered outside of athletics. The coaching staff has the ability to assist in scheduling less expensive and more sport specific medical care once they are made aware of the injury. Please be aware, that once medical care is obtained the coaching staff is required to follow the instructions of the physician and will not deviate from those instructions even if the parent and athlete wish to do so. The athlete will not participate but will be required attend all practice sessions and sit with the team during competitions. Athletes learn from each practice session, whether they are actually working out or simply observing.

PRACTICE TIMES/SCHEDULES

According to UIL rules, school teams shall be prohibited from practicing team skills before or after school except during specified practice dates set forth by the UIL, and during the one allowable period during the school day. The respective coach in conjunction with the Athletic Director and other coaches of in season sports will arrange practice schedules for each sport. Attempts will be made to ensure that practice times for one sport will not interfere with practice times for a coinciding sport. Student-athletes competing in multiple sports may at times be subject to overlapping practice schedules. Conflicts between two sports will be handled by the Head Coaches of those sports.

ATHLETIC DRESS CODE

In addition to following regular school rules regarding dress code (found in the student handbook), athletes have additional expectations in regard to hairstyle, jewelry, and dress.

- Initials, numbers or other insignia shaved on the heads of athletes will not be accepted.
- Any tattoos an athlete might have must be covered at all times during practice or competitions as well as throughout the school day.
- Athletes in the girls' program, who have long hair, must wear their hair, including long bangs, pulled back from the face during all athletic practices and competitions.
- Athletes in the boys' program must maintain hairstyles that do not have bangs that extend below the eyebrows when pulled down, do not cover the ear, and do not touch the collar of their shirt in length at the back of the neck.
- While it is not the expectation for boys to shave daily, athletes are expected to be clean shaven while competing in contest as a representative of Slidell ISD.
- In accordance with UIL rules and regulations, for safety reasons, athletes are not allowed to wear jewelry of any kind during any athletic practice or competition.
- Athletes are not allowed to wear facial piercings at any time while an athlete at Slidell ISD or while representing a Slidell ISD athletic team at another location, either as a spectator or participant. This includes traveling to and from athletic competitions and practices.

Athletes will not be afforded extra time during the day to meet athletic or school dress code requirements. This includes extra time to make changes to appearance before practice or competition. Any hairstyle, jewelry, or clothing that is not within the regulations or expectations of the program, and requires the athlete to report to the office to make changes to their appearance, will be considered an unnecessary loss of academic or athletic time and will be punishable within the guidelines of the athletic department in addition to any school consequences that are assigned.

TEAM TRAVEL

All regular school transportation rules and regulations apply when on an athletic trip. All athletes are expected to ride the transportation provided by Slidell ISD to and from all competitions. The approval of the Head Coach must be obtained for an athlete to return home with his/her parent/guardian, and this will only occur in rare circumstances. We request that if specific circumstances such as, but not limited to work schedules, limited transportation, previous engagements, etc. will affect this requirement, that parents notify the head coach prior to the day of the competition. Even with a notification from the parent prior to the activity, Slidell ISD may or may not allow a student to leave with any person other than the parent/guardian of that student athlete. These instances will be looked at on a case by case basis and will be up to the discretion of the Head Coach

and/or the Athletic Director. A sign out sheet will be available at the event when leave is allowed.

DROPPING/QUITTING A SPORT

There will be times when an athlete finds it necessary to quit playing a sport before, during, or after the season has begun. The following procedures should be followed in order to drop/quit a sport:

1. Examine the situation before a decision is made.
2. Talk to the coach to see if a solution can be reached. (A parent conference may be required)
3. If the decision to quit is made, the athlete must check out of the sport through the Head Coach of the sport and the Athletic Director. All clothing/equipment issued to an athlete must be returned in the same shape as it was issued to the athlete. Payment for any lost or damaged clothing and equipment will be required.
4. An athlete that decides to quit one sport and begin another may be required to wait until the first sport has completed its season before he/she will be allowed to join the new sport.
5. During the first 2 weeks (14 calendar days) of the sport, an athlete is able to make the decision to drop the sport without any consequences.

Coaches in conjunction with the Athletic Director, reserve the right to prohibit any athlete from joining a team or sport if that athlete has routinely failed to complete seasons in other sports.

Additionally, if an athlete quits a sport as a result of disciplinary action, the athlete will be required to complete all disciplinary consequences prior to joining another sport or rejoining the athletic program.

VARSITY LETTER REQUIREMENTS

Varsity letters shall be granted in accordance with UIL guidelines. The following guidelines shall apply:

1. A cross country runner shall participate in 75% of meets, participate in the district meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
2. A basketball player shall participate in 75% of all varsity games and be recommended by the coach, or be a senior in good standing.

3. A track athlete shall participate in 75% of the individual track meets, participate in the district track meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
4. A tennis player shall participate at the district tennis meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
5. A golf player shall participate at the district golf meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
6. A powerlifter shall place in the top 3 at any invitational meet, compete at the regional meet, and be recommended by the coach, or be a senior in good standing.

COMMUNICATION

What will be expected from the athlete's coach:

1. Coach's philosophy.
2. Expectations the coach has for the athlete.
3. Locations and times of practices and contests.
4. Team requirements, team rules, and off-season expectations.
5. Procedures that will be followed in the event of an injury.

Appropriate concerns to discuss with a coach:

1. The mental and physical treatment of the athlete.
2. What improvements the athlete can make.
3. Concerns about the athlete's behavior.

Issues NOT appropriate for discussion with a coach:

1. Playing time of the student athlete.
2. Team strategy.
3. Play calling.
4. Any situation that deals with other student athletes.

If a parent has a concern to discuss with the coach, the following procedure should be followed:

1. Encourage your child to speak directly with the coach as this will often time take care of the problem.
2. Think about what you expect to accomplish as a result of the meeting.

3. Meetings will not be held immediately following competitions.
4. Contact the coach to set up an appointment. Every attempt should be made to meet with the coach as this initial process will be required prior to advancing to step five.
5. If the issue remains unresolved contact the athletic director to schedule an appointment.

2025-2026 Slidell ISD Athletic Addendum Acknowledgement Form

I understand the policies and procedures of the Slidell ISD Athletic Department; I am also aware of the consequences for violating said policies. If at any time I have questions regarding the expectations, I will address these questions to the Head Coach/Athletic Director. I understand that the Athletic Director and coaching staff will enforce these policies, procedures, expectations, and consequences.

Athlete Signature _____
Date

Athlete Name (print)

Parent/Guardian Signature _____
Date

Parent/Guardian Name (print)

Mailing Address: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Email Address: _____

(Return this copy to the Athletic Department)




Slidell ISD Student Handbook
2025-26 School Year

If you have difficulty accessing the information in this document because of disability,
please contact the district at 940-535-5260.

Slidell ISD Student Handbook

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CAMPUS-SPECIFIC AND/OR DISTRICT MATERIAL: (940) 535-5260

Administration

Superintendent: Dr. Chris Heskett

Assistant Superintendent: Theresa Stevens

Administration Office Manager: Irene Wilson

HR/Accounts Payable: Michelle Pruett

Elementary Principal: Lauren Luig

Elementary Campus Behavior and Safety Coordinator:

Secondary Principal: Brad Hayhurst

Dean of Student Services and Academics: Morgan Brown

Athletic Director: Casey Pierce

Director of Special Programs: Gina McCollough

Social Worker:

Technology: Bert Williams

Description of the District

Slidell Independent School District is a public school district based in the community of Slidell, Texas (USA). Located in Wise County, a portion of the district extends into Denton, Cooke, and Montague counties. The small community of Greenwood also lies within the district.

District Map



Slidell ISD Student Handbook

Mission Statement, Goals, and Objectives

Policy AE

Beliefs:

In Slidell ISD, We Believe...

Students are accepted and appreciated for who they are and are inspired to excel in academics and activities.

Parents and Families are a critical component of our school community and are true partners in their child's education.

Teachers and Staff are a family of dedicated educators who use their talents for cooperation with our families and inspire students to reach aspirational goals.

District Leaders are servant educators who consistently and transparently expand our vision for the future while informing, supporting and empowering students, staff, and the community.

The Board of Trustees is a collaborative team dedicated to supporting our community and staff with a listening ear, open heart, and a strategic approach that prepares our students to be productive members of the Slidell community and beyond.

Mission-Our students are our most precious resource and will be inspired to excel and become leaders in our community and the world.

Vision-Dedicated educators inspiring our community's children to excel in a changing world.

Motto- "On track and leading the pack"

Slidell ISD Student Handbook

Current board members include:

- President - Tim Fletcher
- Vice President - Alex Markel
- Secretary - Johnny Zuniga
- Brian Moore
- Ash Self
- Shaun Alexander
- Jessica Kolar

The board usually meets on the third Monday at 6:00 pm at the Secondary Library. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and administration building at least 3 business days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

August meeting – 8/18/2025

February meeting – 2/16/2026

September meeting – 9/15/2025

March meeting – 3/16/2026

October meeting – 10/20/2025

April meeting – 4/20/2026

November meeting – 11/17/2025

May meeting – 5/18/2026

December meeting – 12/15/2025

June meeting – 6/15/2026

January meeting – 1/19/2026

July meeting – 7/20/2026

School Calendar

Copies of the school calendar are available in each campus office as well as the district website.

Doors open at 7:30 and breakfast is served every day from 7:30 – 7:50. The school day is from 7:55 – 3:45 Monday – Thursday, and approximately every other Friday is a 2:30 dismissal.

Slidell ISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

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

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

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by 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.

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

In case of 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 Slidell ISD’s Student Code of Conduct. To review the Code of Conduct, visit the district’s website at slidellisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing 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.

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

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 slidellisd.net.

Slidell ISD Student Handbook

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact the campus administrator:

Elementary Campus

Lauren Luig

P.O. Box 69

Slidell, TX

76267

lluig@slidellisd.net

940-535-5260

Secondary Campus

Brad Hayhurst

P.O. Box 69

Slidell, TX

76267

bhayhurst@slidellisd.net

940-535-5260

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- 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)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Slidell ISD Student Handbook

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Elementary Campus

Lauren Luig

P.O. Box 69

Slidell, TX

76267

lluig@slidellisd.net

940-535-5260

Secondary Campus

Brad Hayhurst

P.O. Box 69

Slidell, TX

76267

bhayhurst@slidellisd.net

940-535-5260

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 or Psychiatric Evaluation

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

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

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.

Slidell ISD Student Handbook

Human sexuality is addressed in Health/P.E., Science, and several Family & Consumer Science classes. The main focus of the curriculum is abstinence through improving students' self-image and communication and relationship skills. Other topics of discussion include the consequences of pre-marital sexual relations, such as unplanned pregnancy or sexually transmitted diseases; as well as contraception and the prevention of STDs. Parents who wish more detailed information may view the curriculum in the high school office.

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 their 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
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

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

Consent Before Human Sexuality Instruction

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

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

Slidell ISD Student Handbook

student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

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

Instruction on prevention of child abuse, family violence, dating violence, and sex trafficking will be addressed throughout the school year during SEL lessons. The main focus of the curriculum is to help educate students about warning signs, prevention, and resources available. Parents who wish more detailed information may contact the Slidell ISD district counselor.

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 their 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 policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The 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 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 can be reached at:

Slidell ISD Student Handbook

[insert name]

[insert title]

[insert mailing address]

[insert email address]

[insert phone number]

The mental health liaison can provide further information about 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.

[See Mental Health Support (All Grade Levels)]

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
- Other original works

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

Consent to Receive Parenting and Paternity Awareness Instruction If 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](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). 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 the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school

Slidell ISD Student Handbook

- 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 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on 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 — WILL NOT be used as a discipline management technique by the district.

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 the class to relay information about class work, homework, and tests. A parent is welcome to access 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 their immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want their 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.

Slidell ISD Student Handbook

“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)
- 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 10 school days of the student’s first day of instruction for this school year. [See Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information, included in the forms packet.]

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, photograph, date of birth, major field of study, degrees, honors, awards, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student identification numbers and identifiers that cannot be used alone to gain access to electronic education records. If a parent does not object to the use of their 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, photograph, major field of study, degrees, honors, awards, grade level, 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: Also see Authorized Inspection and Use of Student Records.

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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 their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- 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.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

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- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, 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 for more information.]

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
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment \(https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance\)](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a [PPRA Complaint Form \(https://studentprivacy.ed.gov/file-a-complaint\)](https://studentprivacy.ed.gov/file-a-complaint).

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

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

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 to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- 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 any of the following apply:

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

[See policy EHBK(LEGAL) for more information.]

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

A parent may request that their 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 (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their 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. The student must also 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
- 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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 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, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials and Plan

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, whether instruction is delivered in-person, virtually, or remotely.

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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.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. ***All requests must be made to the classroom teacher and campus principal with at least a week prior to the beginning of each six weeks.***

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

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 the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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 their child's participation in required assessments.

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Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- 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
- [File a complaint \(https://studentprivacy.ed.gov/file-a-complaint\)](https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

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

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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 about 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 unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- 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 school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may 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 person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee

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- A parent or student assisting a school official perform their duties

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. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

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

The campus principal is custodian of all records for currently enrolled students at the assigned school. The campus 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 custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records 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 10 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.

You may contact the custodian of records for currently enrolled students at:

Elementary Campus

Lauren Luig

P.O. Box 69

Slidell ISD Student Handbook

Slidell, TX

76267

lluig@slidellisd.net

940-535-5260

Secondary Campus

Brad Hayhurst

P.O. Box 69

Slidell, TX

76267

bhayhurst@slidellisd.net

940-535-5260

You may contact the custodian of records for students who have withdrawn or graduated at:

Elementary Campus

Lauren Luig

P.O. Box 69

Slidell, TX

76267

lluig@slidellisd.net

940-535-5260

Secondary Campus

Brad Hayhurst

P.O. Box 69

Slidell, TX

76267

bhayhurst@slidellisd.net

940-535-5260

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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 Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at slidellisd.net.

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 about the professional qualifications of their 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
- Is currently teaching in the field or discipline of their 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/education/partnership-and-resources/military-interstate-compact) (<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

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- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

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
- 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.

More information is available at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, 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) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their 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.

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

[See Academic Lettering

Any student who has an overall academic average of 90 or higher at the conclusion of the first semester of the junior or senior year will qualify for an academic letter. P.E. and office aide (or some other local credits) will not be included in determining the average. A student must have attended Slidell High School for at least one year to be eligible for this award. A student may not

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receive more than one school purchased letter jacket. Students who letter in academics and athletics must choose the type of jacket they receive.

UIL Academic Awards

All students placing at the district level are eligible for awards. Students participating for 2 consecutive years with sponsor recommendation are eligible for awards.

Athletic Awards

Varsity letters shall be granted in accordance with UIL guidelines. The following guidelines shall apply:

1. A cross country runner shall participate in 75% of meets, participate in the district meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
2. A basketball player shall participate in 75% of all varsity games and be recommended by the coach, or be a senior in good standing.
3. A track athlete shall participate in 75% of the individual track meets, participate in the district track meets at the varsity level, and be recommended by the coach, or be a senior in good standing.
4. A tennis player shall participate at the district tennis meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
5. A golf player shall participate at the district golf meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
6. A powerlifter shall place in the top 3 at any invitational meet, compete at the regional meet, and be recommended by the coach, or be a senior in good standing.

Honor Roll Awards

Students may also be eligible for honor roll awards for maintaining high grade point averages (A honor roll for G.P.A. above 90 in all classes, and A/B honor roll for G.P.A. above 80 in all classes). Slidell ISD may also present awards to students with outstanding citizenship or attendance.

Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their 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 for more information.]

The board will honor a parent's request for the transfer of their child to 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

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been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board 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 10 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 before 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 for 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

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examination fees by the Texas Department of Family and Protective Services (DFPS)

- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

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

[insert name]

[insert title]

[insert mailing address]

[insert email address]

[insert phone number]

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

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

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

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

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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:

[insert name]

[insert title]

[insert mailing address]

[insert email address]

[insert phone number]

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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 (Rtl). The implementation of Rtl 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, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

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

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education 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](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications). 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

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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 about 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 contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Gina McCollough

Director of Special Programs

P.O. Box 69

Slidell, TX

76267

gmccollough@slidellisd.net

940-535-5260

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

Gina McCollough

Director of Special Programs

P.O. Box 69

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Slidell, TX

76267

gmccollough@slidellisd.net

940-535-5260

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
- 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:

Gina McCollough

Director of Special Programs

P.O. Box 69

Slidell, TX

76267

gmccollough@slidellisd.net

940-535-5260

[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](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources) (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

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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.

Texas Driving with Disability Program

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

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

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

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

The student receiving special education services is 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 before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

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

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

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.

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Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.]

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Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

Absences/Attendance

Regular school attendance is essential. 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 and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

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

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs 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 for more information.]

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Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for 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
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families]

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 Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

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

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)

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

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

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

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 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.

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school

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- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is the School Resource Officer.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences 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) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

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- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions 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).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 am.

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Acceptable Excuses for Absences

- Absences resulting from personal sickness
- Sickness or death in the family
- Weather or road conditions making travel dangerous

Unacceptable Excuses for Absences

- Shopping trips/pleasure trips
- Haircuts
- Extra-curricular activities in which the absent student is not participating (Contact campus principal three days prior to event to make special arrangements for sibling absences)
- Any other excuse the principal deems unacceptable.

Makeup work will be allowed for some unexcused absences if prior notice is given at least two days in advance and documentation has been made with the principal before the absence.

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Absences – Junior/Senior College Days

Juniors and seniors are allowed two absences during the school year to visit colleges and prepare to enter college upon graduation. Students must request and complete a College Day form from the office at least 3 days prior to the college visit. The visit must be verified by a school official. Principal will grant or deny permission and inform the student. These absences are considered excused, and students will be allowed to do makeup work according to district policy. No college days will be granted during the last week of a six weeks or the last 7 days of a semester without permission from the building principal.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor’s Note After an Absence for Illness (All Grade Levels)

Within **2** days of returning to school, a student who is 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 absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If the student develops 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 absence to determine whether an absence 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 to the campus principal.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver’s license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form \(https://www.tdlr.texas.gov/driver/forms/VOE.pdf\)](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

More information is available on the [Texas Department of Public Safety website \(https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen\)](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver’s license.]

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Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at slidellisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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.

Awards and Honors (All Grade Levels)

Academic Lettering

Any student who has an overall academic average of 90 or higher at the conclusion of the first semester of the junior or senior year will qualify for an academic letter. P.E. and office aide (or some other local credits) will not be included in determining the average. A student must have attended Slidell High School for at least one year to be eligible for this award. A student may not receive more than one school purchased letter jacket. Students who letter in academics and athletics must choose the type of jacket they receive.

UIL Academic Awards

All students placing at the district level are eligible for awards. Students participating for 2 consecutive years with sponsor recommendation are eligible for awards.

Athletic Awards

Varsity letters shall be granted in accordance with UIL guidelines. The following guidelines shall apply:

7. A cross country runner shall participate in 75% of meets, participate in the

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- district meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
8. A basketball player shall participate in 75% of all varsity games and be recommended by the coach, or be a senior in good standing.
 9. A track athlete shall participate in 75% of the individual track meets, participate in the district track meets at the varsity level, and be recommended by the coach, or be a senior in good standing.
 10. A tennis player shall participate at the district tennis meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
 11. A golf player shall participate at the district golf meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
 12. A powerlifter shall place in the top 3 at any invitational meet, compete at the regional meet, and be recommended by the coach, or be a senior in good standing.

Honor Roll Awards

Students may also be eligible for honor roll awards for maintaining high grade point averages (A honor roll for G.P.A. above 90 in all classes, and A/B honor roll for G.P.A. above 80 in all classes). Slidell ISD may also present awards to students with outstanding citizenship or attendance.

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
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer

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- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- 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
- Ostracism

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

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

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The district will use an age-appropriate survey about 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.

If a student believes that they have experienced bullying or witnessed the 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 for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by completing the anonymous form on the Slidell ISD website.

The administration will investigate any allegations of bullying and 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 an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any 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 recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined 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 bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an [appendix](#).

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

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's

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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) and Other Work-Based Programs (Secondary Grade Levels Only)

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

- Welding
- Plant Science
- Animal Science
- Graphic Design and Multimedia Arts
- Web Development
- Teaching and Training
- Culinary

Admission to these programs is based on student and parent selected endorsement areas.

District policy prohibits discrimination 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.

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

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

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

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

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

[See Food Allergies (All Grade Levels)]

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

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at slidellisd.net. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

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

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

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

Sexual Abuse

Possible warning signs of sexual abuse include:

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

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to

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

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Neglect

Possible warning signs of neglect include:

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

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

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- 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 their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

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

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

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator](https://fss.hhs.texas.gov/Programs%20Available%20In%20Your%20County/default.asp) (<https://fss.hhs.texas.gov/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 online at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (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](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>)

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- [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://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide) (<https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

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

See policy EIC and EIC (LOCAL) In the appendices of this handbook.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See Schedule Changes (Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

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

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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 their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above

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requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about 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 (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student 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 may earn college credit through the following opportunities:

- 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 AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Weatherford College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on the following:
 - Honors level courses (ELA/Math)
 - TSIA2 requirements met and Weatherford College acceptance
 - Signed local district contract

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

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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 Mrs. Bradshaw for more information at cbradshaw@slidellisd.net.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Honor Society**

The National Honor Society believes that credible student effort and achievement should be encouraged and rewarded. Membership into the National Honor Society is a privilege and not a right. Qualifications for membership on the part of the student shall include: a) worthy, moral and ethical character, b) creditable achievement, c) commendable attitude and d) good mentality.

The Slidell National Honor Society requires a cumulative grade point average of 90.0, as well as the above listed requirements. All prospective members must first be approved by the high school principal, prior to induction into the organization.

All student elected positions will follow the NHS bylaws. For more information on NHS, see the NHS sponsor.

Student Council

The Slidell ISD student council annually elects officers to lead the student body in areas such as character education, school spirit, and to a limited extent policy development. For more information on getting involved with the student council or becoming an officer, see the student council coordinator.

Class Representatives

The Slidell ISD secondary campus holds annual elections for class representatives. These duties and elections are set and communicated to the class during the first weeks of school by the class sponsors. For more information on class representatives, see the class sponsors.

Fees (All Grade Levels) for more information.]

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

For dual credit purposes, all these methods have eligibility requirements and must be approved before 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.

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

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prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by district registrar, Mrs. Tiffany Pruet, at tpruett@slidellisd.net.

Automated Emergency Communications

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

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about 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 resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is

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available in the district's online policy manual at slidellisd.net and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at slidellisd.net and at the principal's or superintendent's office.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

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 contact information for each campus behavior coordinator is available on the district's website at slidellisd.net and the coordinator for this campus is listed below:

Elementary Campus

Name

P.O. Box 69

Slidell, TX

76267

email@slidellisd.net

940-535-5260

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Secondary Campus

Brad Hayhurst

P.O. Box 69

Slidell, TX

76267

bhayhurst@slidellisd.net

940-535-5260

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.

Disruption of School Operations

Disruption of school operations is 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 or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

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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 the guest.

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Secondary Dance Guidelines

All secondary students that attend any school sponsored dances, other than prom, will be expected to follow a Sunday's best attire. All students are expected to remain in their original attire when they arrive at the event wearing. Any questionable attire should receive prior approval from the campus principal.

Girls Attire: Spaghetti straps are acceptable; however, bare stomachs or midriffs, visible undergarments, slits or skirt lengths above fingertip length and see-through apparel/gowns are not permitted. Appropriate shoes must be worn; tennis shoes or athletic shoes are acceptable. Any dresses that are questionable or do not follow these guidelines will need to be approved by the campus principal prior to the event.

Boys Attire: Jeans, golf type shorts, or slacks are acceptable. Boots or tennis shoes are appropriate. Cowboy hats are acceptable.

Prom Guidelines

Each year the Junior Class, with the help of a minimum of two sponsors appointed by the high school principal, will plan and finance the Junior/Senior Prom. Appropriate fundraisers will be necessary to accumulate enough money for the prom to be a success. The following guidelines must be met by all students and guests of students attending the prom.

Guests—Only students who have completed at least one semester of high school will be allowed. No junior high students will be allowed at the prom, unless they are working for the district and approved by the principal. All other guests must be approved by the high school principal and it may be necessary for the principal of the guest's high school to complete a recommendation form.

Behavior—The Student Code of Conduct will be in effect at all times. It will be the responsibility of Slidell ISD students to inform guests not enrolled in Slidell High School of the Student Code of Conduct and the expectations for behavior.

Boys' Formal Dress—Formal prom attire may be classified as a tuxedo, dress suit, or freshly starched jeans with no holes including a coat and tie. Dress shoes or boots must be worn. Tennis shoes and athletic shoes are unacceptable.

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Girls' Formal Dress—Formal dresses or gowns are acceptable. Bare or open backs are acceptable; however, bare stomachs or midriffs, visible undergarments, slits above fingertip length and see-through apparel/gowns are not permitted. Dress shoes, converse, or sandals may be worn; tennis shoes or athletic shoes are unacceptable. All gowns must be approved by the principal or prom committee.

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
- 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 academic 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, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

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

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

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should submit a request to speak to the school district counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is 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 (Grades 6-12)

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

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approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 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
- The student's parent gives written approval of the grade advancement

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Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- 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)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, 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 on the district's website at slidellisd.net. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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

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- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- 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>)
- [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a 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
- Other kinds of aggressive conduct such as theft or damage to property

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Sexual Harassment and Sex-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Pregnancy or Related Conditions

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

Please contact campus principal for pregnancy-related accommodations.

Retaliation

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

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

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

Any student who has an overall academic average of 90 or higher at the conclusion of the first semester of the junior or senior year will qualify for an academic letter. P.E. and office aide (or some other local credits) will not be included in determining the average. A student must have attended Slidell High School for at least one year to be eligible for this award. A student may not receive more than one school purchased letter jacket. Students who letter in academics and athletics must choose the type of jacket they receive.

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UIL Academic Awards

All students placing at the district level are eligible for awards. Students participating for 2 consecutive years with sponsor recommendation are eligible for awards.

Athletic Awards

Varsity letters shall be granted in accordance with UIL guidelines. The following guidelines shall apply:

13. A cross country runner shall participate in 75% of meets, participate in the district meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
14. A basketball player shall participate in 75% of all varsity games and be recommended by the coach, or be a senior in good standing.
15. A track athlete shall participate in 75% of the individual track meets, participate in the district track meets at the varsity level, and be recommended by the coach, or be a senior in good standing.
16. A tennis player shall participate at the district tennis meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
17. A golf player shall participate at the district golf meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
18. A powerlifter shall place in the top 3 at any invitational meet, compete at the regional meet, and be recommended by the coach, or be a senior in good standing.

Honor Roll Awards

Students may also be eligible for honor roll awards for maintaining high grade point averages (A honor roll for G.P.A. above 90 in all classes, and A/B honor roll for G.P.A. above 80 in all classes). Slidell ISD may also present awards to students with outstanding citizenship or attendance.

Bullying (All Grade Levels)]

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 the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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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 its 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 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).

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

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.

The distance learning opportunities that the district makes available to district students are dual credit classes through Weatherford College.

[See Remote Instruction]

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, newspapers, yearbooks, brochures, flyers, and the like.

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

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 30 copies of written or printed materials, handbills,

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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. Approval will be granted or denied within two school days.

The campus principal has designated the campus office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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.

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

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 campus principal for prior review. The campus 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 DGBA or GF for more information.]

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

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy 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.

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Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- 1) Shorts, dresses and skirts must extend below the fingertips (all the way around the leg) with hands at the sides.
- 2) Shoulder straps must be hemmed, at least 2 inches wide, and fit snug to the armpit or be layered with an appropriate tank top.
- 3) Leggings are permitted but loose fitting tops or blouses worn with them must extend below the hips/buttocks (all the way around the body).
- 4) Garments that expose cleavage, the midriff or back, or expose any undergarment are not permitted. Garments that show the midriff when the hand is fully extended must be layered to prevent showing.
- 5) Pajamas are not permitted. (Joggers, sweats, and leggings are not considered pajamas.) Administrator discretion on what is considered pajama pants.
- 6) Sagging pants or shorts are not allowed.
- 7) Denim with holes above the fingertips must be worn with leggings or tights underneath.
- 8) Clothing with emblems or writing that is, written across the buttocks, lewd, offensive, vulgar, obscene or inappropriate for the school environment is not permitted.
- 9) Appropriate shoes or sandals must be worn at all times (house shoes are not permitted)

Other

- 10) Hair must be clean, neat and well groomed. Distracting hair colors, hairstyles, or shaved designs are not permitted – no unnatural hair color and no spiked mohawks. Bangs must not obstruct the view. Caps or other head coverings may not be worn in the building during the regular school day. A headband is not considered a head covering and must be worn across the top of the head.
- 11) No visible body piercings, tattoos, or body drawings are permitted. Clear stud spacers are considered non-visible in the nose piercing ONLY. However, band-aids and other coverings are not. Students may wear earrings in the ear.
- 12) Blankets, pillows, stuffed animals, plush animal attachments, or any other items that could cause a distraction are not permitted (PreK are exempt for nap purposes)

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate dress and/or grooming that the principal reasonably believes creates a safety hazard or hinders, in any way, the activity to achieve its goal. Any clothing or grooming that, in the principal's judgment, may be a cause for disruption in the school environment or at a school related activity will not

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be allowed. The administration will designate selected events for exception to the dress code.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

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

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

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

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact the campus principal.

[See Students in grades PK-5 who are tardy due to not returning to class in a timely manner will be handled following classroom discipline guidelines. Students in grades 6-12 tardy to class by more than 15 minutes will be given a consequence. Tardies are recorded for each individual class period on the secondary campus for grades 6-12. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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

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

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

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

Elementary Campus students will follow the student code of conduct for students that violate the prohibition of personal communication devices. Students will be asked to store all electronic communication devices in the lockers turned off.

Secondary Campus students will follow the student code of conduct for students that violate the prohibition of personal communication devices. Students will be required to store all electronic communication devices turned off in district provided pouches.

If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

The parent/guardian must pick up the confiscated communications device from the principal's office.

Confiscated communications devices that are not retrieved by the student or the student's parent 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 communications device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding 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 on district-owned or personally owned equipment, 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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.

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. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) 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. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental

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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 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.

Parental Consent

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for 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 rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual](https://www.uil texas.org/athletics/manuals) (<https://www.uil texas.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report 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.

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[See [UIL Texas \(https://www.uiltexas.org/\)](https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- 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.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Honor Society

The National Honor Society believes that credible student effort and achievement should be encouraged and rewarded. Membership into the National Honor Society is a privilege and not a right. Qualifications for membership on the part of the student shall include: a) worthy, moral and ethical character, b) creditable achievement, c) commendable attitude and d) good mentality.

The Slidell National Honor Society requires a cumulative grade point average of 90.0, as well as the above listed requirements. All prospective members must first be approved by the high school principal, prior to induction into the organization.

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All student elected positions will follow the NHS bylaws. For more information on NHS, see the NHS sponsor.

Student Council

The Slidell ISD student council annually elects officers to lead the student body in areas such as character education, school spirit, and to a limited extent policy development. For more information on getting involved with the student council or becoming an officer, see the student council coordinator.

Class Representatives

The Slidell ISD secondary campus holds annual elections for class representatives. These duties and elections are set and communicated to the class during the first weeks of school by the class sponsors. For more information on class representatives, see the class sponsors.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- 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.
- 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. [See Buses and Other School Vehicles]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade

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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 virtual or hybrid course.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

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. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any 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 grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of

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artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

Grades from Previous District

In the event a numerical value cannot be obtained for a letter grade from another school district or academic institution, local numeric grades will be assigned for courses as follows: (1. Grades recorded as A-, A, or A+ shall be assigned as 92, 95, or 98 respectively; 2. Grades recorded as B-, B, or B+ shall be assigned as 82, 85, or 88 respectively; 3. Grades recorded as C-, C, or C+ shall be assigned as 75, 77, or 79 respectively; 4. D-, D, or D+ shall be assigned as 70, 72, or 74 respectively; and 5. Grades translated to have a value below the numerical value of 70 shall be considered failing and shall be assigned the value of 65). Courses transferred from other districts shall be considered regular level courses, unless otherwise identified and documented.

Grades PK-5

- In grades PK – K, achievement is reported to parents as letter grades (M-Master, D-Developing, or SD- Still Developing).
- Some areas of the curriculum will not be assessed until a later stage of academic development and will be labeled NA (not assessed now).
- In grades 1 – 5, numerical achievement grades will be calculated for all students from a minimum of **seven daily grades and two assessment grade in each core area**. Enrichment courses will be assigned letter grades (E, S, N, and U). Grades are derived from the students' level of mastery of the Texas Essential Knowledge and Skills (TEKS). Exams, projects, or special assignments will be weighted as 50% of the six weeks' grade. Projects and special assignments will include rubrics to determine level of mastery. Students that earn a grade below a 70 on an assessment, may be offered one opportunity to retake that assessment for a maximum grade of a 70.

Grades 6-12

In grades 6-12, numerical achievement grades will be calculated for all students from a **minimum of seven daily grades and two exam/project grades in each subject**. All grades are derived from the students' level of mastery of the Texas Essential Knowledge and Skills (TEKS)

In grades 6-12 only, when determining the semester grade, the final exam and each of the three six-week grades will count 25% of the semester grade. If the teacher desires to give letter grades on student papers, the following scale will be used:

A	90-100	Excellent
B	80-89	Good
C	70-79	Satisfactory
F	Below 70	Failing

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All grades reported to parents and on permanent records will be numerical. If two semesters average 70 or higher in a 1-credit course, the student may receive 1 credit for the course. If the average is lower than 70, no credit will be awarded, and the student must repeat the semester(s) for which a failing grade was received.

Semester Exam Exemptions

Students classified as juniors or seniors may be eligible for exemptions from semester examinations. The criteria for the exemptions include both academic achievement and attendance. The two junior/senior college days if excused do not affect the exemption policy. Students with outstanding attendance may be exempt with lower grade averages.

The criteria for exemption are as follows:

- Students with 1 or 0 absences may be exempt, if they have maintained an average of at least 85 for the semester
- Students with 2 absences may be exempt, if they have maintained an average of at least 90
- Students with 3 absences may be exempt, if they have maintained an average of at least 95

Exceptions for absences associated with religious holidays, documented healthcare appointments, and required court appearances.

Other exemptions may be allowed in grades 6-12 for standardized test performance or at teacher discretion.

Grades from Previous District or Homeschool

Students enrolling from another Texas public school will receive credit for courses completed as indicated on the TREX transcript and these grades will be included in the student's GPA.

Students enrolling from out of state/country must provide an official transcript. The campus principal and academic advisor will determine the credits and GPA inclusion based on comparison with required Texas courses.

Students enrolling from homeschool must pass appropriate placement exams for courses completed and will receive credit for these courses; however, these grades will not be included in the student's GPA.

For information on weighted courses, see EIC(LOCAL) in the appendices of this handbook.

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

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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
- 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
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

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 in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two 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.

[See Standardized Testing]

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Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- 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.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent 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 wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement 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 their 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

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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
Technology	1	1
Electives	4	6
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.

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- A student may substitute computer programming languages for these credits.
- A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- 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 which endorsement to pursue upon entering grade 9.

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Financial Aid Application Requirement

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

All Slidell seniors take a college preparation class to ensure the FAFSA is completed.

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
- A school academic counselor authorizes the student to opt out for 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 must submit one of the following:

- 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)
- A copy of a financial aid award letter from an IHE

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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 their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll 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.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their 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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course 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

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn the distinguished level of achievement or 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 distinguished level of achievement or 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 their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Baccalaureate
- Graduation Ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the parent conference during the placement.

Graduation Speakers

Certain graduating students will be given an opportunity to speak 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 the Student Code of Conduct and policy FNA(LOCAL) for more information.]

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[See Student Speakers (All Grade Levels) for student speakers at other school events.]

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 often are incurred in the junior year or first semester of the senior year. [See **Honor Society**

The National Honor Society believes that credible student effort and achievement should be encouraged and rewarded. Membership into the National Honor Society is a privilege and not a right. Qualifications for membership on the part of the student shall include: a) worthy, moral and ethical character, b) creditable achievement, c) commendable attitude and d) good mentality.

The Slidell National Honor Society requires a cumulative grade point average of 90.0, as well as the above listed requirements. All prospective members must first be approved by the high school principal, prior to induction into the organization.

All student elected positions will follow the NHS bylaws. For more information on NHS, see the NHS sponsor.

Student Council

The Slidell ISD student council annually elects officers to lead the student body in areas such as character education, school spirit, and to a limited extent policy development. For more information on getting involved with the student council or becoming an officer, see the student council coordinator.

Class Representatives

The Slidell ISD secondary campus holds annual elections for class representatives. These duties and elections are set and communicated to the class during the first weeks of school by the class sponsors. For more information on class representatives, see the class sponsors.

Fees (All Grade Levels)]

Scholarships and Grants

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

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

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

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Hazing (All Grade Levels)

Hazing is defined 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
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

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

[See Academic Lettering

Any student who has an overall academic average of 90 or higher at the conclusion of the first semester of the junior or senior year will qualify for an academic letter. P.E. and office aide (or some other local credits) will not be included in determining the average. A student must have attended Slidell High School for at least one year to be eligible for this award. A student may not receive more than one school purchased letter jacket. Students who letter in academics and athletics must choose the type of jacket they receive.

UIL Academic Awards

All students placing at the district level are eligible for awards. Students participating for 2 consecutive years with sponsor recommendation are eligible for awards.

Athletic Awards

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Varsity letters shall be granted in accordance with UIL guidelines. The following guidelines shall apply:

19. A cross country runner shall participate in 75% of meets, participate in the district meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
20. A basketball player shall participate in 75% of all varsity games and be recommended by the coach, or be a senior in good standing.
21. A track athlete shall participate in 75% of the individual track meets, participate in the district track meets at the varsity level, and be recommended by the coach, or be a senior in good standing.
22. A tennis player shall participate at the district tennis meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
23. A golf player shall participate at the district golf meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
24. A powerlifter shall place in the top 3 at any invitational meet, compete at the regional meet, and be recommended by the coach, or be a senior in good standing.

Honor Roll Awards

Students may also be eligible for honor roll awards for maintaining high grade point averages (A honor roll for G.P.A. above 90 in all classes, and A/B honor roll for G.P.A. above 80 in all classes). Slidell ISD may also present awards to students with outstanding citizenship or attendance.

Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

- TCHATT

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they 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, a child with a fever over 100 degrees 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.

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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 and the school nurse determines that the child should go home, the nurse will contact the parent.

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

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. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 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 designee 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

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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 (All Grade Levels).

[See the DSHS's [School and Childcare Vaccine Requirements \(https://www.dshs.texas.gov/immunizations/school\)](https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home \(https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school\)](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website [About Head Lice \(https://www.cdc.gov/lice/about/head-lice.html\)](https://www.cdc.gov/lice/about/head-lice.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their 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.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.

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- 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 provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered 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 or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. 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 possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and 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.

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

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Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (Secondary Grades Only)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained **[align with policy at FFAC: school personnel and/or school volunteers]** at each campus that serves students in grades 6-12 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.

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

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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
- Safe, supportive, and positive school climates

Slidell ISD provides Good Side Health services and has partnered with Wise County Counseling.

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.

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

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to 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
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

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Physical Activity Requirements

Elementary School

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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

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 obtain the results of their child's physical fitness assessment conducted during the school year by contacting:

PEIMS Coordinator

Tiffany Pruett

P.O. Box 69

Slidell, TX

76267

tpruett@slidellisd.net

940-535-5260

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:

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- A district athletics program
- Any district extracurricular program identified by the superintendent

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

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<https://www.uiltexas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature 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 in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at slidellisd.net 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 (All Grade Levels)]

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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) 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 [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-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 at the appendices in the handbook.

[See Celebrations (All Grade Levels) and policy FFAF 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, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

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

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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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 FNCD and GKA for more information.]

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 district health services representative:
Michelle Pruett
P.O. Box 69
Slidell, TX
76267
mpruett@slidellisd.net
940-535-5260
- The district school counselor:
[insert name]
[insert title]
[insert mailing address]
[insert email address]
[insert phone number]
- The local public health authority, Wise Health System.
- The local mental health authority, Wise County Christian Counseling or Helen Farabee Center.

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 the central administration office and online at slidellisd.net.

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

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

Slidell ISD will provide a safe learning environment for all students. Slidell will maintain an environment that is safe, secure, healthy, and conducive to learning.

- K-12 monthly SEL lessons from district counselor
- District full-time school resource officer
- School safety building updates such as cameras, electronic key cards, front door visitor cameras, etc...
- Local fire department safety lessons
- Local law enforcement safety lessons
- Annual staff trainings provided by Region 11 service center such as bullying, cyber security, dating violence, blood borne pathogens, allergens, child abuse, sex trafficking, mental health, seizures, and suicide prevention.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Assistant Superintendent

Theresa Stevens

P.O. Box 69

Slidell, TX

76267

tstevens@slidellisd.net

940-535-5260

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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 about the district's SHAC is available from the assistant superintendent.

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 slidellisd.net.

[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) 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:

District Counselor

Name

P.O. Box 69

Slidell, TX

76267

email@slidellisd.net

940-535-5260

Homework (All Grade Levels)

The following resources are available for parents and student to access homework information:

- Parent Portal
- Class Dojo
- Teacher web page
- Teacher syllabus
- Learning Management Systems: Google Classroom

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Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

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

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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.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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 the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a

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student is permitted by their parent to leave campus unaccompanied, 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.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Slidell ISD is a closed campus and no students are allowed to leave during lunch. Only immediate family members (parents, grandparents, and siblings) are allowed to have lunch on campus unless other arrangements have been made 24 hours in advance with the campus principal.

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. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

Makeup Work Due to Excused Absences/Extra Curricular and Co-Curricular Absences

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Students will have 1 day for each day missed after an excused absence to make up work. A student in grades 6-12 who do not make up assigned work within the time allotted by the teacher may receive a detention to complete the work. Failure to complete work will result in a grade of zero for the assignment.

Unexcused Absences

Makeup work will not be allowed for unexcused absences unless the parent has provided prior notice and documentation for principal approval before the absence.

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

If an elementary or junior high school student is enrolled in an elementary or junior high curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. 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.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. 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) for more information.]

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

A student removed from the regular classroom to ISS 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

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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) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district 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 and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, 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's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at slidellisd.net.

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 sex-based harassment:

Assistant Superintendent

Theresa Stevens

P.O. Box 69

Slidell, TX

76267

tstevens@slidellisd.net

940-535-5260

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

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

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- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Director of Special Programs

Gina McCollough

P.O. Box 69

Slidell, TX

76267

gmccollough@slidellisd.net

940-535-5260

- For all other concerns regarding discrimination, see:

Assistant Superintendent

Theresa Stevens

P.O. Box 69

Slidell, TX

76267

tstevens@slidellisd.net

940-535-5260

[See policies at FB, the FFH series, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Parties

Elementary students will have two (2) class parties in the school year. The campus principal will determine the dates for the events.

Parental Rights and Options

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

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

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Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 940-535-5260 for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PATT
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Elementary Campus

Lauren Luig

P.O. Box 69

Slidell, TX

76267

lluig@slidellisd.net

940-535-5260

Secondary Campus

Brad Hayhurst

P.O. Box 69

Slidell ISD Student Handbook

Slidell, TX

76267

bhayhurst@slidellisd.net

940-535-5260

Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See Theresa Stevens

P.O. Box 69

Slidell, TX

76267

tstevens@slidellisd.net

940-535-5260

- School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- 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 5:30p.m. at the secondary library. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at the administration building and online at slidellisd.net. [See policies BE and BED for more information.]

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 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.

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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]

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

[See policy EC for more information.]

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 school activities. The school will not encourage, require, or coerce a student to engage in or 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 the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades PK and K, promotion is based on letter grades SD- Still Developing, D- Developing, and M- Mastery.

In grades 1 - 8, promotion is based on a grade of 70% on a scale of 100 based on course level, grade level standards (essential knowledge and skills) in Reading and Math and in either Science or Social Studies.

Other measures may be used to demonstrate proficiency at teacher and principal discretion.

Repeating Prekindergarten - Grade 8 at Parent Request

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

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High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

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

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [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. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 Grading Guidelines (All Grade Levels) and policy EIA(LOCAL) for more information.]

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).

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

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

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 the 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 they are 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 before 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

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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.

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 (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

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 next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

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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

For a junior high-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

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

[See the school academic counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

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

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

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

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. 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.

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- Follow all behavioral standards in this handbook and the Student Code of Conduct or 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 submitting an online report at slidellisd.net.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

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

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/).

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, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

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- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- 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 cannot 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 if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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 changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

Parents and students should listen for an automated phone message from the school, a message posted to the school app, and/or class dojo. Information is also available on multiple media sources including Slidell ISD website at www.slidellisd.net. If at all possible, employees of Slidell ISD will update these sources during times of emergency. Please do not call teachers or administrators for this information. If there is not an announcement on one of these forms of media, school will be in session.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Junior High and High School Grade Levels)

The principal and the district academic counselor will consider schedule changes for students in grades 6-12 during the first six weeks of each semester with parent approval.

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School Facilities

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:

Dewald Steenkamp or Bert Williams

P.O. Box 69

Slidell, TX

76267

dsteenkamp@slidellisd.net

bwilliams@slidellisd.net

940-535-5260

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:

Amberly Carter

P.O. Box 69

Slidell, TX

76267

acarter@slidellisd.net

940-535-5260

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. The maximum amount for charges of breakfast/lunch trays is -\$35. Extras and a la carte items cannot

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be charged once the allowable negative balance threshold has been reached; there must be money on the account or within the allowed negative threshold. Cash in hand will be used to get account balance within allowed negative threshold.

For the 2025-2026 school year, all students in Slidell ISD are eligible for the Community Eligibility Provision (CEP) through the National School Lunch Program. CEP will allow any student enrolled in Slidell ISD to eat breakfast and lunch at no cost. Any additional items students would like to purchase will need to be with cash in hand or using money from their meal account.

Breakfast is served on the elementary and secondary campuses from 7:30-7:50. Students in grades 6-12 will also have the opportunity to get breakfast items during break.

Students assigned to Lunch detention and In-School Suspension (ISS) will receive a hot lunch tray. Students in detention/ISS may bring their own lunches.

Parents have the option to restrict the purchase of extras or a la carte items (see registration forms).

All students are monitored during lunch periods. Students are expected to obey cafeteria rules as posted or explained.

The following information is published as required by the USDA for participation in the National School Lunch Program:

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

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

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

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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

“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) (<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 (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

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 about these policies and guidelines, see the campus principal. [See policy FFA 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:

Dewald Steenkamp or Bert Williams

P.O. Box 69

Slidell, TX

76267

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dsteenkamp@slidellisd.net

bwilliams@slidellisd.net

940-535-5260

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior 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.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

- Before School
- After School

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

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus librarian, classroom teacher, and campus principal.

A parent may access to the school's library or any available online catalog by contacting the campus librarian.

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

Use of Hallways during Class Time (All Grade Levels)

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

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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.

The following areas are open to students before school, beginning at 7:30a.m.

- Campus Cafeteria

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

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

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

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

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

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Honor Society**

The National Honor Society believes that credible student effort and achievement should be encouraged and rewarded. Membership into the National Honor Society is a privilege and not a right. Qualifications for membership on the part of the student shall include: a) worthy, moral and ethical character, b) creditable achievement, c) commendable attitude and d) good mentality.

The Slidell National Honor Society requires a cumulative grade point average of 90.0, as well as the above listed requirements. All prospective members must

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first be approved by the high school principal, prior to induction into the organization.

All student elected positions will follow the NHS bylaws. For more information on NHS, see the NHS sponsor.

Student Council

The Slidell ISD student council annually elects officers to lead the student body in areas such as character education, school spirit, and to a limited extent policy development. For more information on getting involved with the student council or becoming an officer, see the student council coordinator.

Class Representatives

The Slidell ISD secondary campus holds annual elections for class representatives. These duties and elections are set and communicated to the class during the first weeks of school by the class sponsors. For more information on class representatives, see the class sponsors.

Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Field Trips

Each grade level is allowed to take a field trip during the school year with class funds. The class must earn the money to pay for the class trip expenses and the cost of the driver's fee. The Fall Festival booth is used as the class fundraiser event. The classroom teacher and campus principal will determine the field trip.

A student must earn the privilege of a field trip. Inappropriate classroom behavior and/or bus behavior will determine a student's eligibility. All behaviors will be reviewed by the classroom teacher and the campus principal on an individual basis.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see The following resources are available for parents and student to access homework information:

- Parent Portal
- Class Dojo

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- Teacher web page
- Teacher syllabus
- Learning Management Systems: Google Classroom

Law Enforcement Agencies (All Grade Levels).]

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

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their 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.

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.

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.

Personal Communications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal 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 Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

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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) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See Steroids (Secondary Grade Levels Only)]

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.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, 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:

Director of Special Programs

Gina McCollough

P.O. Box 69

Slidell, TX

76267

gmccollough@slidellisd.net

940-535-5260

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to

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qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

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

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment 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: Baccalaureate, Awards ceremonies, and Graduation. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Students will have the opportunity to receive academic intervention to regain course credit through summer school when applicable.

Tardies (All Grade Levels)

Students in grades PK-5 who are tardy due to not returning to class in a timely manner will be handled following classroom discipline guidelines. Students in grades 6-12 tardy

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to class by more than 15 minutes will be given a consequence. Tardies are recorded for each individual class period on the secondary campus for grades 6-12. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is 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.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

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 transfers between schools.

[See Safety Transfers/Assignments, **Academic Lettering**

Any student who has an overall academic average of 90 or higher at the conclusion of the first semester of the junior or senior year will qualify for an academic letter. P.E. and office aide (or some other local credits) will not be included in determining the average. A student must have attended Slidell High School for at least one year to be eligible for this award. A student may not receive more than one school purchased letter jacket. Students who letter in academics and athletics must choose the type of jacket they receive.

UIL Academic Awards

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All students placing at the district level are eligible for awards. Students participating for 2 consecutive years with sponsor recommendation are eligible for awards.

Athletic Awards

Varsity letters shall be granted in accordance with UIL guidelines. The following guidelines shall apply:

25. A cross country runner shall participate in 75% of meets, participate in the district meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
26. A basketball player shall participate in 75% of all varsity games and be recommended by the coach, or be a senior in good standing.
27. A track athlete shall participate in 75% of the individual track meets, participate in the district track meets at the varsity level, and be recommended by the coach, or be a senior in good standing.
28. A tennis player shall participate at the district tennis meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
29. A golf player shall participate at the district golf meet at the varsity level, and be recommended by the coach, or be a senior in good standing.
30. A powerlifter shall place in the top 3 at any invitational meet, compete at the regional meet, and be recommended by the coach, or be a senior in good standing.

Honor Roll Awards

Students may also be eligible for honor roll awards for maintaining high grade point averages (A honor roll for G.P.A. above 90 in all classes, and A/B honor roll for G.P.A. above 80 in all classes). Slidell ISD may also present awards to students with outstanding citizenship or attendance.

Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

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

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Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Brad Hayhurst at bhayhurst@slidellisd.net.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

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, the district uses video and audio recording equipment 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 as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

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In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

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
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

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

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

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 to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and 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).

[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

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)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

Elementary Campus

Lauren Luig

P.O. Box 69

Slidell, TX

76267

lluig@slidellisd.net

940-535-5260

Secondary Campus

Brad Hayhurst

P.O. Box 69

Slidell, TX

76267

Slidell ISD Student Handbook

bhayhurst@slidellisd.net

940-535-5260

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

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)

To withdraw a student under age 18 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.

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Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire 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 their parents are members of the committee.

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student 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 is 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.

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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 years of age 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 beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist 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.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI 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.

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

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Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit slidellisd.net. Below is the text of Slidell's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on **June 19, 2023**

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures Student Report	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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

Report Format A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action Bullying If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

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

Records Retention Access to Policy and Procedures

Retention of records shall be in accordance with CPC(LOCAL).

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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Appendix: Student Rights and Responsibilities Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit slidellisd.net. Below is the text of Slidell's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on January 13th, 2025

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

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10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents Guiding Principles

Informal Process

The District shall inform students and parents of this policy through appropriate District publications.

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business

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on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the

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Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.

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2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

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The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

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Appendix: Academic Achievement – Class Ranking

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

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in physical education, any course substituted for physical education, athletics, any credit recovery course, and any course for which credit is earned outside the regular school day or regular school year.

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Honors and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Honors

Eligible dual credit courses and other courses locally designated as honors shall be categorized and weighted as Honors 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	Honors	Regular
100	5.0	4.0
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7

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96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4.0	3.0
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3.0	2.0
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1
70	2.0	1.0
Below 70	0	0

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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 a similar 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 fifth six-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 recognitions 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 have been continuously enrolled full time in the District high school for the two school years immediately preceding graduation.

Beginning with the graduating class of 2023, a student must also be graduating after exactly eight semesters of enrollment in high school.

Ties

In case of a tie in weighted GPAs after calculation to the third 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.

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Appendix: Food Allergy Management Plan

Food Allergy Management Plan

The District shall develop and implement a student food allergy management plan that includes the components below.

General Procedures

Procedures to limit the risk posed to students with food allergies shall include:

1. Specialized training for employees responsible for the development, implementation, and monitoring of the District's food allergy management plan.
2. Awareness training for employees regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction.
3. General strategies to reduce the risk of exposure to common food allergens.
4. Methods for requesting specific food allergy information from a parent of a student with a diagnosed food allergy. [See FD]
5. Annual review of the District's food allergy management plan.

Students at Risk for Anaphylaxis

Procedures regarding the care of students with diagnosed food allergies who are at risk for anaphylaxis shall include:

1. Development and implementation of food allergy action plans, emergency action plans, individualized health-care plans, and Section 504 plans, as appropriate.
2. Training, as necessary, for employees and others to implement each student's care plan, including strategies to reduce the student's risk of exposure to the diagnosed allergen.
3. Review of individual care plans and procedures periodically and after an anaphylactic reaction at school or at a school-related activity.

Distribution

Information regarding this policy and the District's food allergy management plan shall be distributed annually in the student handbook and made available at each campus.

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SLIDELL ISD GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students*.

Family's Responsibility

- Notify the school of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on written form.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Educate the child in the self-management of their food allergy including:

- safe and unsafe foods
- strategies for avoiding exposure to unsafe foods
- symptoms of allergic reactions
- how and when to tell an adult they may be having an allergy-related problem
- how to read food labels (age appropriate)

- Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.
- Provide emergency contact information.

School's Responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Identify a core team of, but not limited to, school nurse (if available), teacher, principal, and school food service director to work with parents and the student (age appropriate) to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.
- All staff will train to understand and recognize food allergy symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.

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- Practice the Food Allergy Action Plans of individual students before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- Coordinate with medical staff members to be sure medications are appropriately stored, and be sure that an emergency kit is available that contains a physician's standing order for epinephrine.
- Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
- Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Recommend that all buses have communication devices in case of an emergency.
- Enforce a "no eating" policy on school buses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy. Discuss appropriate management of food allergy with family.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- Take threats or harassment against an allergic child seriously.

Student's Responsibility

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

In Case of an Emergency

Know about your student's food allergy.

Follow the Student's Individualized Action Plan.

Recognize the symptoms of a food allergy.

Know where the allergy kit is kept and how to give the [epinephrine](#) shot.

Know to call 911 immediately.

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Children may have only mild symptoms in the first few minutes after they eat the food allergen, but they may have severe symptoms in 10 to 60 minutes. Children always should be observed in a hospital for several hours after a reaction.

*Food Allergy & Anaphylaxis Network (FAAN)

www.foodallergy.org

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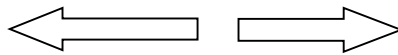
Slidell ISD School/Parent Compact

Slidell Greyhounds....On Track and Leading the Pack

2025 - 2026

Working Together:

The school will:



The parent will:

Actively engage students through daily TEKS –based (Texas Essential Knowledge and Skills) instruction provided by a Highly Qualified staff for improved academic achievement.

Provide a safe, secure environment that is conducive to learning

Provide parent information and training opportunities

Communicate with parents in multiple formats including newsletters, school website/calendars, teacher and administrator notes/letters

Encourage parent participation in school activities and through volunteer opportunities

Provide parents with frequent reports on their children’s progress through parent portal at a minimum of every 3 weeks.

Reinforce the Texas Essential Knowledge and Skills with their children, ensure the best possible school attendance, and encourage active participation in all learning activities to improve academic achievement.

Support the school by encouraging their children to follow school rules and safety procedures

Attend school meetings and participate in available training opportunities

Attend parent/teacher conferences, read school newsletters and/or access school website and calendars, read all teacher and administrator notes/letters

Commit to participating in school activities/events and volunteer on school campuses when possible

Frequently check parent portal for grade and attendance alerts throughout each six weeks.

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Slidell ISD & Slidell School Parent and Family Engagement Policy



Slidell ISD/Slidell Schools

Parent and Family Engagement Policy

ESSA Section 1116

2023-24

Slidell ISD shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116 (b)(1) & (e)(5)

Slidell ISD involves parents and family as well as community members in all decision making. Parents, family members, and stakeholders serve on various committees (DEIC, SHAC, PACK, DOI, Strategic planning/facilities, and PATT) As part of the annual improvement process, the DEIC reviews the policy and compact for content and effectiveness. This policy is available to all parents and community members through the district website, and hard copies are available in the campus offices. Documents are posted in English, translations available upon request.

Slidell ISD shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

Slidell meets throughout the year with parents and community members. Annual meetings are usually held twice a year during the first semester in conjunction with Meet the Teacher and our Christmas program. (August and December). Slidell notifies attendees via the school website, school app,

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social media, and class dojo. Campus administration conducts the meetings.

Slidell ISD shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

In addition to scheduled conferences during the school day, Slidell intentionally offers times to meet with working parents before or after the school day. Additional participation options include, but are not limited to Zoom and tele/video conference.

Slidell ISD shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

There is a long history of the district's site based committee soliciting feedback from parents, community members, and other stakeholders when reviewing and gathering information for the district's parent and family engagement policy. The policy is reviewed and revised as appropriate annually. To help ensure a true representation and offer multiple opportunities for all parents and families, the district sends out surveys to gain input and feedback. Due to the fact that we are a small rural district, we partner closely with all our parents including parents with students with diverse needs.

Slidell ISD shall provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children,

Slidell ISD Student Handbook

and respond to any such suggestions as soon as practicably possible;

Section 1116 (c)(4)

Information is provided through the Student handbook, website, annual meeting, app, social media, registration. Starting in the early grades, teachers inform parents of future activities and give information regarding transitions into the next school year.

- **Parent/teacher conferences**
- **All school events**
- **Committee involvement opportunities**
- **Muffins and donuts with loved ones**
- **Fall Festival**
- **Dual credit night**
- **8th grade future planning**
- **FAFSA night**
- **Meet the teacher**
- **PK/Kindergarten red carpet**
- **Recognition rallies**

If the school wide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)

The district calendar syncs with the district app to send out weekly events and meetings for all parent and community members to have the opportunity to participate if they choose. The district and campus plans are presented to parents and community members during the beginning of the year committee meetings. Since we are a small rural school district, parents and community members are encouraged to provide positive and negative feedback to continue to improve the district.

2

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Slidell ISD shall: Section 1116 (e)

- (i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

Slidell ISD Student Handbook

- **Parent Portal**
- **Parent Meetings**
- **State report cards mailed to parents (in case of limited technology)**

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

- **Online supplemental learning programs accessible from home.**
- **CLI Parent Resources**
- **FAFSA night**
- **Dual Credit night**
- **8th grade parent night**
- **Decodable readers for early literacy**

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

- **PATT (Parents and Teachers Together) beginning of year inservice for all staff**
- **Technical assistance provided by Region 11**

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

- **Fall Festival**
- **Senior scholarships**
- **Field Day**
- **Greyhound Greeters**
- **Parents are encouraged to apply as subs and bus drivers**
- **Parent volunteers (4-H, FFA, chaperones, extracurricular activities)**

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)

Parents are offered the opportunity to access technology and facilities.

Slidell ISD Student Handbook

Although ESSA statute does not require the School Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your “policy on policies” and follow the more restrictive requirement.



Slidell ISD

2025-2026 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email tstevens@slidellisd.net

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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Slidell ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

Electronic: www.slidellisd.net

Hard Copy: Campus office

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to Michelle Pruett.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Dr. Chris Heskett.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed Online at slidellisd.net.

District Information

Description of the District

Slidell Independent School District is a public school district based in the community of Slidell, Texas (USA). Located in Wise County, a portion of the district extends into Denton, Cooke, and Montague counties. The small community of Greenwood also lies within the district.

District Map



Mission Statement, Goals, and Objectives

Policy AE

Beliefs:

In Slidell ISD, We Believe...

Students are accepted and appreciated for who they are and are inspired to excel in academics and activities.

Parents and Families are a critical component of our school community and are true partners in their child’s education.

Teachers and Staff are a family of dedicated educators who use their talents for cooperation with our families and inspire students to reach aspirational goals.

School Administrators are dedicated educators who constantly expand our vision for the future and support our needs in the present.

The Board of Trustees is a collaborative team dedicated to supporting our community and staff with a listening ear, open heart, and a strategic approach.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district’s schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community’s commitment to a strong educational program for the district’s children. Board members are elected November and serve 4-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- President - Tim Fletcher
- Vice President - Alex Markel
- Secretary - Johnny Zuniga
- Brian Moore
- Ash Self
- Shaun Alexander
- Jessica Kolar

The board usually meets the third Mondays at 5:30 in the secondary library. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and administration building at least three business days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

August meeting – 8/18/2025

February meeting – 2/16/2026

September meeting – 9/15/2025

March meeting – 3/16/2026

October meeting – 10/20/2025

April meeting – 4/20/2026

November meeting – 11/17/2025

May meeting – 5/18/2026

December meeting – 12/15/2025

June meeting – 6/15/2026

January meeting – 1/19/2026

July meeting – 7/20/2026

Administration

Superintendent: Dr. Chris Heskett

Assistant Superintendent: Theresa Stevens

Administration Office Manager: Irene Wilson

HR/Accounts Payable: Michelle Pruett

Elementary Principal: Lauren Luig

Elementary Campus Behavior and Safety Coordinator:

Secondary Principal: Brad Hayhurst

Dean of Student Services and Academics: Morgan Brown

Athletic Director: Casey Pierce

Director of Special Programs: Gina McCollough

District Counselor:

Technology: Bert Williams

School Calendar

Copies of the school calendar are available in each campus office as well as the district website.

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

- Ext. 233 Elementary Office
- Ext. 225 Secondary Office
- Ext. 241 District Academic Counselor
- Ext. 228 Elementary Cafeteria
- Ext. 222 Secondary Cafeteria
- Ext. 239 Secondary Library

School Directory

Elementary Campus	Job Titles	Secondary Campus	Job Titles
Carter, Amberly	Child Nutrition Director/Elem Para	Alston, Lorena	Learning Lab Para
CBC	Campus Behavior Coordinator/Elem Safety	Bland, Susan	Cafeteria
Dacus, Abbey	2nd Grade Teacher	Bostick, Cheryl	HS Science Teacher/NHS
Fernandez, Yanet	District Bilingual/ESL Interventionist	Bradshaw, Cathy	Part-Time Academic Counselor
Fulfer, Ashley	Elem Media Innovation Specialist	Brewer, Austin	HS Math/Girls Coach
Gomez, Griselda	Elem Para/Elem PE	Brown, Morgan	Dean of Student Services and Academics/UII/Textbooks/Secondary Campus Testing
Gonzalez, Veronica	Elem Art Para	Crisp, Tiffany	SPED Teacher
Griffeth, Joann	Cafeteria	HS ELAR	HS ELAR Teacher
Harwell, Laura	4th Math Teacher	Diffie, Kelsey	HS Web Design Teacher/Communications/Web Master/ Secondary PEIMS
Teacher	2nd Grade Teacher	Fortenberry, Ethan	HS Ag/Senior Sponsor/Robotics
Knight, Trisha	5th Math Teacher	Fortenberry, Sarah	JH Science/Senior Career Prep/Senior Sponsor
Klement, Bailey	Kinder Teacher	Gutierrez, Elida	HS Cafe Register/Bridgeport Route/Bank Deposits
Klement, Shelby	5th ELAR/SS Teacher/UII Coordinator	Harris, Amy	District Librarian
Lambert, Rachel	1st Grade Teacher	Hayhurst, Brad	Secondary Principal/Transportation Director/Safety Director
Luig, Lauren	Elementary Principal	District Counselor	District Counselor
McCasland, Melissa	Elem SPED Aide	McGregor, Scott	HS/JH PE and Bus Driver
McCollough, Gina	Director of Special Programs	McLaughlin, April	JH Science/JH ELAR
Meador, Scotlan	PK Teacher	Marturano, Serina	HS ELAR Teacher
Meyer, Shannon	5th Science Teacher/GT	Maynard, Mason	JH Math/UII Sponsor
Newsom, Abby	4th ELAR/SS Teacher		
Pruett, Tiffany	Elem Secreary/District PEIMS/Registrar		
Rodriguez, Delia	Custodian		
Ricketts, Carrie	Dyslexia Interventional		
Ruiz, Megan	Elem Para		
Sanchez, Ruby	PK Teacher		
Sears, Ashli	Kinder Teacher		
Shackelford, Katie	1st Grade Teacher		

Sons, Katelyn	3rd Math/Science Teacher
Steenkamp, Kristen	4th Science Teacher/Yearbook
Jezeq, Amy	Elementary Music
Stover, Maci	Part-Time Elem Ag Teacher
Tijerina, Carmen	Cafeteria
Trujillo, Maria	Custodian
Wilson, Halee	SPED Teacher
Wilson, Lauren	Elem PE Teacher
Wood, Dana	3rd ELAR/SS Teacher

Maynard, Tyler	JH Social Studies/Boys Coach
Mar Vega, Adelina	Custodian
Newton, Randi	JH Math
Oberg, Velvet	HS FCS/UIIL sponsor
Perkins, Laura	HS Cafe Register/Library Para
Pierce, Casey	Athletic Director/HS History
Puls, Ana	Spanish Para/Cafeteria Sub
Redwine, Drew	HS History/Boys Coach
Smith, Roni	JH ELAR/GT/UIIL Sponsor
Stover, Trevor	HS Ag/FFA
Taylor, Dallas	JH Technology/Health/Girls Coach
German, Meghan	JH Career Elective Teacher/JH SS
Hilda Ferrell	Trying to hire for this position
Vestal, Margaret	Secondary Secretary
Wilson, Cody	HS Math/Esports
Wilson, Rowdy	HS Science Teacher/Robotics
Woods, Nik	HS Music Teacher
Elizabeth Castillo	Cafeteria

District Administration	
Heskett, Chris	Superintendent
Pruett, Michelle	Benefits, HR, and Purchasing Specialist
Stevens, Theresa	Assistant Superintendent
Wilson, Irene	Administration Office Manager

Maintenance/Technology	
Steenkamp, Dewald	Maintenance
Williams, Bert	Technology
Bus Drivers	
McClintic, Monica	Bus Driver
Anderson, Kreg	Bus Driver

Committees

Elementary Attendance Committee

Yanet Fernandez
Shelby Klement
Halee Wilson
Lauren Luig

Secondary Attendance Committee

Tiffany Crisp
Kristen Davis
Brad Hayhurst
District Counselor
Morgan Brown
Cody Wilson

Campus Assistance Team/Title I/At-Risk/MTSS

Classroom Teacher
Instructional Interventionist
District Counselor
Principal

Core Restraint Team

Carrie Ricketts	Brad Hayhurst
Tiffany Crisp	Lauren Luig
Casey Pierce	Gina McCollough
Halee Wilson	Theresa Stevens
Laura Harwell	Lauren Wilson
Melissa McCasland	Bert Williams
Dallas Taylor	

Site Base Committee/District of Innovation Committee/Health Advisory Committee

See District Plan

General Staff Information

Absences/Substitutes

If you must be absent from duty and need a substitute, an online absence request form should be submitted in advance of the absence. In emergency situations, you will contact the campus principal and will complete the absence request form upon return. The campus principal will be responsible for securing all substitutes for absence requests and emergency absences. If you need to miss two hours or less of instructional time, you may complete an off campus leave

request form. This type of leave will be approved on a very limited basis, and will only be used when staff can find their own coverage. Staff members must notify the office if they will be off campus at any time during the work day and sign out/in.

Activity Accounts

All classes and many extracurricular groups will have activity accounts. The purpose for the raising and expending of funds by student groups is for the direct benefit of the students. Fund raising activities will contribute to the educational experience of the students and will not conflict with the instructional program. All fund raising activities must first be approved 15 days in advance by the campus principal by filling out the **request for fund raising activities form**. Money raised by student groups or organizations will be held by the District as trustee. The sponsor of a class or group is responsible for maintaining adequate financial records as evidence of proper custodianship of money received by and disbursed from club accounts and for maintaining a positive balance in club accounts. All payments with the exception of those on cafeteria accounts are made at the campus secretary's office. She completes receipts in triplicate, one copy given to person making payment, one copy sent to class/organization sponsor, one copy kept at office. Deposit is prepared and sent to administration office in locked bag. Money and deposit tickets are delivered to business office in locked bag and kept in safe until taken to depository bank. When all monies are received for a fund raising activity, deposits made must balance with the completed report "**request for fund raising activities form**." When money is spent from an activity account a copy of the purchase order must also be kept.

Budget

Slidell ISD operates on a predetermined budget. All school employees are responsible for helping to conserve funds and preventing waste. All orders for school supplies, equipment, and materials must be submitted on the district's requisition form and be approved by the principal and superintendent before the order is processed. Teachers may not be reimbursed for materials purchased prior to approval. Teachers are not to purchase items and submit purchase orders for personal reimbursement unless, permission is granted in advance by the principal or superintendent.

Check Requests

All checks must be requested on the district's check request form. **There will be no blank checks issued to any employee.** It is the responsibility of the employee to find out the exact amount required by check and to whom it is payable. Under certain circumstances, the employee may be allowed to purchase an item and then bring a receipt to the business office for reimbursement. All reimbursements must be pre-approved by the principal and superintendent. **Receipts are mandatory for all checks – if receipts are not returned – employee may be responsible for expenses.**

Classroom Management and Instruction

All teachers must maintain a calm, orderly learning environment for all students. This is best achieved through a consistent reinforcement system, which emphasizes positive reinforcement for appropriate responses or performance. Each teacher is expected to do the following:

1. Establish and post basic rules.
2. Discuss rules with students at regular intervals.
3. Inform parents of the classroom rules.
4. Redirect disruptive behavior.
5. Praise students for appropriate behavior.
6. Reprimand students privately for rule violations, discuss their behavior with them and remind them of the expectations for classroom behavior.
7. Inform parents of consequences and punishments given to students for disruptive behavior.
8. Keep students actively engaged in learning during all times of instruction.
9. Regularly inform parents of student progress.
10. Refer student to principal/behavior coordinator after all the above efforts have failed.

Teachers are expected to follow a process for instruction, which includes at least the following:

1. Determine the level on which each student is working.
2. Introduce new material using a variety of instructional methods attempting to address various learning styles of students in the classroom.
3. Provide opportunities for students to practice new concepts.
4. Provide opportunities for students to apply new knowledge and skills.
5. Review the entire process, check for understanding, and utilize both formative and summative assessments.
6. Re-teach if necessary.

Copy Machine

The copy machines are available for school business. The machine should not be used for personal use or for the use of outside organizations unless approved by the principal or superintendent. Students should not be allowed to use the copy machine unless they are supervised by a teacher or administrator.

Credit Cards

All orders placed with a credit card or debit card number must first be approved on the district's credit card request form. The form outlines the policies and procedures that employees must follow. Proper documentation must then be turned in to the business office to support receipt of purchased goods.

Deposits

Money to be deposited must be taken to the school secretary and a receipt obtained. The secretary will fill out deposit slips and transfer the money to the business office. Deposits will be made daily.

Deposits MUST be in locked bag before being sent to the business office.

Dress

All personnel are expected to dress in a professional and appropriate manner (business casual). Leggings are not considered to be business casual. Jeans and school spirit shirts are permitted Fridays. Staff may wear jeans and a college shirt on paydays or designated college days (*It Pays to Go to College*). Hats are not permitted to be worn on campus. (Exemptions: In the ag shop, outdoor coaching responsibilities, full day PE assignments, and maintenance staff). Staff may have a nose stud piercing only. All employees are expected to follow the dress code outlined in the student handbook. The superintendent or principal may determine appropriate dress.

Energy Conservation

Thermostats and heating/cooling equipment are to be set so that temperatures do not exceed 72 degrees during the heating season, and temperatures do not drop below 74 degrees during the cooling season. It is the responsibility of each teacher to shut off the heating/cooling equipment when the room is to be unattended or left for the day. Lights are to be turned off whenever the classroom is unattended. Some rooms will have computerized thermostats. Do not tamper with these. Notify an administrator if there is a problem with the setting. **At the end of each day, check to be certain that all windows are closed and all doors are locked.**

Email

Email is expected to be checked daily. Responses to parents should be no longer than 24 hours from the time an email was received.

Field Trips/Expenses

Requests for field trips must be made at least 14 days in advance to the principal. Make all efforts to schedule field trips prior to May. Field trips should be for educational purposes. It is the class/group responsibility to do their best to raise as many funds as possible during fall festival to help pay for the expense of field trips.

General Supplies

General teaching supplies will be provided by the district. All orders for general supplies, equipment and materials must be pre-approved by the principal and/or superintendent and must be written on official purchase orders. The purchase order process must be followed. Materials purchased prior to proper approval may not be paid or reimbursed by the district.

Gradebooks

Teachers will be required to complete other documentation as requested by the principal such as, grade books, and records of conferences with parents. Slidell ISD utilizes electronic grade book software to record grades and attendance. **Teachers are expected to update grades at a minimum of once per week.** Copies of the electronic grade-book should be made periodically. It is suggested to maintain a hard copy of your grade-book. The purpose of this is to have a backup in the event of a computer breakdown or technical difficulties. Teachers will sign attendance verification sheets for the entire school year.

Homework (Secondary only)

Homework will be assigned at the discretion of each teacher for the purposes of practice and enrichment of concepts taught during the day. Teachers should be careful not to require an excessive amount of time devoted to these activities outside the school hours. Teachers may wish to request a parent's signature on homework to ensure that the parent is aware of concepts that are being taught and student progress. Teachers should assess student progress daily.

Lesson Plans (Planbook)

All teachers are required to regularly submit lesson plans. These should include modifications for all students in the classroom participating in special programs, including but not limited to: Special Education, English as a Second Language, and Gifted/Talented. They should also include documentation of evidence that Texas Essential Knowledge and Skills (TEKS) objectives are addressed with each lesson. A note of objectives addressed with each lesson should be included in the lesson plan. The lesson plans should be turned in by the deadline set by the campus principal.

Mailboxes

Mailboxes are available for each staff member, and should be checked daily for notes, materials, or important announcements. Some of these may need to go home with students.

Name and address changes

It is important that employment records be kept up to date. Employees must notify the business office if there are any changes or corrections to their name, home address, home telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from the business office.

Plant Upkeep

Please assist the custodians by modeling, teaching, and holding students responsible for developing and using good housekeeping habits. Floors should be kept clear of trash and clutter and desks/chairs should be arranged so custodians can quickly come in to vacuum, mop or sweep.

Purchasing Procedures

Policy CH

Teachers wishing to buy instructional materials for their classrooms may use the district's requisition form. Upon approval of the requisition by administrative staff, the person submitting the requisition will receive by email a copy of the approved requisition form along with the purchase order number assigned to the requisition. At this time, the person making the request may submit the order. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. The district will not reimburse employees or assume responsibility for purchases made without authorization. When the order has been received, please notify Irene Wilson so that the check may be processed to the vendor.

Supervision of Students

Except in an emergency, each staff member will maintain continual supervision of the students to which he/she is assigned. Students are not to be left unattended at any time during the school day. Such incidents will be documented and staff members who violate this policy unnecessarily may be subject to dismissal. Staff members who are supervising students during the achievement/activity period should not be reading, grading papers, etc. Full attention should be given to students and their instruction. Also, teachers are expected to monitor hallways during passing times in order to greet students coming into the classroom and to eliminate mischief and discipline problems in the hallway.

Teacher Credentials

It is the responsibility of each teacher to supply the superintendent's office with the following items:

1. Teaching certificate
2. Service record properly verified
3. Official transcripts of all college coursework
4. Signed contract
5. Employee withholding exemption certificate
6. Oath of Office
7. Copy of social security card
8. Copy of driver's license

Teaching/Job Assignments

All teachers will have teaching assignments provided by the superintendent, or principal. This may include duties connected with school activities during or outside the school day intended to maintain order and discipline, or to supervise students. These duties may include: gate duty at basketball games, lunch duty, playground duty, bus duty, class sponsor, monitoring hallways before and after school, etc.

The majority of each school day should be devoted to learning and instructional activities. Students should not be allowed "free time", and students should not be dismissed prior to the scheduled dismissal time without prior approval of the principal.

All secondary students will have an achievement/activity period in their schedule. It will also be used to prepare students for UIL academic competitions. Teachers will be responsible for supervising these students. This is not a "free-time". All students should be diligently working. Teachers should be available to these students to help them and to answer questions they may have. Also, teachers should collaborate so that they can be informed of students that need extra help. The tutorial period is intended to eliminate late assignments, provide academic intervention and to better prepare students for STAAR tests.

Telephone Use

Employees of Slidell ISD may use school telephones to conduct school business. However, school phones should not be used for personal matters except in the case of emergencies. Employees may be required to reimburse the district for long-distance personal calls. The use of cell phones should be limited during class times and any time an employee is supervising students. It is highly encouraged to use personal cell phones during times of the day when students are not needing supervision whenever possible.

Textbooks/Other Equipment

All items issued to students (textbooks, instructional materials, calculators, etc.) should be recorded on a teacher made inventory form. A copy of this form should be forwarded to the textbook coordinator, Morgan Brown. It is the responsibility of the teacher to account for any lost or damaged textbooks or equipment issued to students. Any information concerning textbooks can be obtained from the textbook coordinator.

Use of the Building

Outside organizations such as scouts, campfire, sports groups, etc. are required to get permission from the building principal or athletic director before holding meetings or activities in the school. All meetings should be placed on the school calendar in advance. Staff members are not allowed to use their keys to open the building for non-school related functions without permission from the principal.

Work Hours

Teachers and aides are expected to arrive at school no later than 7:30 a.m. (elementary)/7:40 a.m (secondary) each morning and may not leave until 4:00 each afternoon. See the school calendar for early release and early dismissal days. Teachers should be prepared to begin instruction and greet students at classroom doors at 7:50 a.m.

Discretionary leave

The person(s) responsible for finding substitute teachers are Mrs. Brown, Mr. Hayhurst, and Mrs. Luig. These individuals should be contacted as soon as possible.

Discretionary personal leave should be requested at least three days in advance and will be granted on a first-come, first-served basis. Discretionary leave will be subject to the following limitations:

- (1) No more than three (3) employees per campus will be permitted to take discretionary personal leave at the same time.
- (2) Discretionary leave may not last more than three consecutive workdays.
- (3) Discretionary leave may not be taken on days scheduled for: end-of-semester exams, days scheduled for STAAR tests, before or after a school holiday, or staff development days. (Please try to avoid taking personal days during the last two weeks of school.)
- (4) Dates are subject to change as event/competition schedules change or are added to the calendar.

All teachers must prepare a folder and label it "Substitute Folder". The following items must be kept in the folder and should be updated as needed. The folder should be kept on or in the teacher's desk where it can be easily located by a substitute teacher.

Information regarding where to find lesson plans and materials for the day, daily schedule, class rosters, and any additional information that the teacher feels would be helpful to the substitute.

All lesson plans for substitutes should be detailed, specific, easy to follow, and easy to find with adequate copies made prior to absence. In instances where teachers must call in sick or be absent due to unforeseen circumstances the teacher should try to email detailed lesson plans to the principal **and** campus secretary the morning of the absence. If detailed lesson plans cannot be created, at least a copy of the more general lesson plans that are turned in to the office must be easy to locate.

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Slidell ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Theresa Stevens (email: tstevens@slidellisd.net or 940-535-5260). Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Gina McCollough (email: gmccollough@slidellisd.net or phone: 940-535-5260).

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed Online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are not employed by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to the campus principal in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Dr. Chris Heskett when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact the campus principal if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact Dr. Chris Heskett if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no

legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact Brad Hayhurst or Theresa Stevens.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Theresa Stevens or Michelle Pruett.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder aware-ness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by June 25th, 2026. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the administration office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on

an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 32 for additional information.

ADA Accommodations

Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. An employee or their supervisor may initiate a request for accommodation by contacting appropriate level supervisor and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR using the ADA Accommodation Request Form.

Upon receiving the reasonable accommodation request, HR or the ADA coordinator will meet with the employee and conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file.

After meeting with the employee and reviewing medical documentation, HR or the ADA coordinator will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodation will be determined on a case-by-case basis. HR or the ADA coordinator will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact the campus principal.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact the campus principal to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Dr. Chris Heskett.

Outside Employment and Tutoring

Policy DBD

All employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Administrators. An employee who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district is restricted from outside employment. Administrators may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district.

Administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers. An exception applies to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers if the board approves as required by statute. Services must be performed on the administrator's personal time. Contact Dr. Chris Heskett for more information.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Slidell ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and

approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 32.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Dr. Chris Heskett for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid semi-monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement and should contact Irene Wilson if they have any questions.

The schedule of pay dates for the 2025-2026 school year follows:

SLIDELL ISD PAY DATES

PAY FROM	PAY TO	PAY DATE
7/25/2025	8/29/2025	9/15/2025
9/1/2025	9/26/2025	10/15/2025
9/29/2025	10/31/2025	11/14/2025
11/3/2025	11/28/2025	12/15/2025
12/1/2025	12/26/2025	1/15/2026
12/29/2025	1/30/2026	2/13/2026
2/2/2026	2/27/2026	3/15/2026
3/2/2026	3/27/2026	4/15/2026
3/30/2026	4/24/2026	5/15/2026
4/27/2026	5/29/2026	6/15/2026
6/1/2026	6/26/2026	7/15/2026
6/29/2026	7/31/2026	8/14/2026

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of 30 days is necessary to activate this service. Contact Irene Wilson for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and other applicable requested organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01 am Monday and ends at 11:59 pm Sunday.

Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and superintendent must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is available to all eligible employees. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Detailed descriptions of insurance coverage, prices, and eligibility requirements are provided to all employees in a separate booklet entitled Higginbotham.

The health insurance plan year is from September 1st through August 31st. New employees must complete enrollment forms within the first 30 days of employment. Current employees can make changes in their insurance coverage during open enrollment. Employees should contact Irene Wilson for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for cancer, life, dental, vision, accident, MASA, ID theft, flex spending, health savings, and critical illness. Premiums for these programs can be paid by payroll deduction. Employees should contact Michelle Pruett for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services effective September 1st.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to Theresa Stevens. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 43 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Michelle Pruet.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify the campus principal as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page 22 for information on restrictions of employment of retirees in Texas public schools.

Other Benefit Programs

All employees may also participate in a health related reimbursement program. This program will reimburse eligible employees for their health related service for up to \$50 per month during the months of August – May.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call Michelle Pruett for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in half-day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Leave
- State Leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for two consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than three days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee’s fitness to return to work.

The district may require medical certification due to an employee’s questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee’s serious health condition, a serious health condition of the employee’s spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. ‘Genetic information,’ as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee’s unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee’s usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of

leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor three days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

All school employees are given 5 days of local leave per year. Local leave days that are not used are allowed to accumulate and roll over to the next school year.

Sick Leave Bank (or Pool)

All district employees have the opportunity to participate in the Slidell ISD sick pool. See Sick Pool see DEC(LOCAL)

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer’s paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different “hours of service” requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must***:

- Follow your employer’s normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must also inform your employer if FMLA leave was previously taken*** or approved for the same reason when requesting additional leave.

Your **employer *may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional

employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer **must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently. Teachers have the option of not using paid leave during an FML absence for pregnancy or birth or adoption of a child.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of

insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact Dr. Chris Heskett for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, Dr. Chris Heskett should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to the campus principal.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Dr. Chris Heskett. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Michelle Pruett for details on eligibility, requirements, and limitations.

Payment for Accumulated Leave Upon Separation

Slidell ISD will follow DEC local in regards to compensation, benefits, leave, and absences.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

Throughout the school year, the administration office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements.

They include the following:

Wise County Messenger, All Around Wise, Slidell ISD Facebook Page, Class Dojo, Slidell ISD App, Slidell ISD Website, and the Slidell ISD All-Call

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

DGBA (LOCAL) at www.slidellisd.net

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 55 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession,

shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

DIA(LOCAL) at www.slidellisd.net

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has

reasonable cause to believe that child abuse or neglect occurred child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 54 and *Bullying*, page 75 for additional information.

Procedures for reporting and investigating harassment of students are listed below:

DHB(Legal), DF(LEGAL), FFH(LOCAL) and any applicable regulation at www.slidellisd.net

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, the Department of Family and Protective Services (DFPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 24 hours after the employee has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety (DPS), a municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

A person responsible for the care, custody, or welfare of the child (including a teacher) is required to report alleged abuse or neglect to DFPS even if a report is made to law enforcement.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to DFPS can be made using the Texas Abuse Hotline (<https://www.txabusehotline.org/Login/Default.aspx> or 800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, a person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified

employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at superintendent's office. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Abuse in the Texas Family Code is defined to include any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reports to Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- Engaged in inappropriate communication with a student or minor

- Failed to maintain appropriate boundaries with a student or minor

For a certified employee the conduct below must also be reported:

- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent’s ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. “Reported criminal history” means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district’s scope and sequence.

The district may take appropriate action if a teacher does not follow the district’s scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Bert Williams.

Personal Use of Electronic Communications

Policy CQ, CY, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications 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. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee’s personal social network page(s) using the district’s computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee’s immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee

to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 10:00 p.m. and 5:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]

- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

All employees are subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must 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 any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- 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
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- 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
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an employee is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

The superintendent is required to report the misconduct or criminal history of an employee to TEA. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

Alcohol and Drug-Abuse Prevention

Policy DH

Slidell ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

Information on alcohol and drug abuse prevention in DH (LOCAL) at www.slidellisd.net

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties

- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law and policy relating to the use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes

written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 68 for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Brad Hayhurst.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Pursuant to its authority under state law, the Board may authorize specific District employees and Board members to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law.

Each specifically authorized employee and Board member shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee and Board member.

Participation in this safety program shall be strictly voluntary and shall not be a requirement of any employee or Board member position. Please see TASB Policy CKC(LOCAL) for more information.

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or

firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CSC

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the administration office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located in each building. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

Other Topics

General Procedures

Emergency School Closing

Policy EB

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website send an automated phone message, App notification, and notify multiple media resources. The district will also post a notice on the district's webpage.

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the campus principal on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact the campus principal for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the administration office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Irene Wilson.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Irene Wilson. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The campus principal is responsible for scheduling the use of facilities after school hours. Contact the campus principal to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days of the following:

- Certain misconduct, abuse, unlawful act
- Involvement or solicitation of a romantic relationship with a student or minor
- Solicitation or engaging in sexual conduct with a student or minor
- Inappropriate communications with a student or minor
- Failure to maintain appropriate boundaries with a student or minor
- Possession, transfer, sale, or distribution of a controlled substance
- Illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The superintendent is required to report such conduct to SBEC.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the superintendent at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days for any of the following:

- Alleged incident of misconduct of abuse or otherwise committed an unlawful act with a student or minor,
- Was involved in or solicited a romantic relationship with a student or minor
- Engaged in inappropriate communications with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

The superintendent is required to report such conduct to SBEC.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB, DP

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The reporting requirements for termination of a contract are the same as those listed above in Resignations/Contract Employees.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DHC, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 48.)

The reporting requirements for termination of a noncertified employee are the same as those listed above in Resignations/Noncontract Employees.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between an educator and a student
- Sale, distribution, or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the Title 5, Penal Code offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Slidell ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Theresa Stevens (email: tstevens@slidellisd.net or phone: 940-535-5260), the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Gina McCollough (email: gmcollough@slidellisd.net phone: 940-535-5260), the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen®), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

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.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent or doctor. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to the campus principal and campus behavior coordinator. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

FFI (LOCAL) at www.slidellisd.net

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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Slidell ISD Student Code of Conduct

2025-2026 School Year

If you have difficulty accessing the information in this document because of disability, please contact your campus principal at 940-535-5260.

Slidell ISD Student Code of Conduct

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Student Code of Conduct

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at **940-535-5260**.

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by [Chapter 37](#) of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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 Slidell ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version 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 campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office 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.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a 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 District Authority and Jurisdiction

School rules and the district's authority 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;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by [Education Code 37.006, 37.007, or 37.0081](#); and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single 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. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of [Chapter 37, Subchapter A](#) are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);
- Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);

School District Authority and Jurisdiction

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#); and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at **slidellisd.net**.

Threat Assessment and Safe and Supportive School Team

The CBC 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) 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 principal or 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 Wise County Sheriff's Department school resource officers (SROs) 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. Provisions addressing the various types of security personnel can be found in the CKE policy series.

SROs work in partnership with the Slidell Independent School District to provide safety to students and staff. The SRO also provides important messages about respect for other students, school staff, and parents, bullying, cyber-bullying, alcohol and drug abuse, internet safety, driver safety and much more. They also serve as a positive role

School District Authority and Jurisdiction

model to students through coaching and mentoring to help them make good choices and learn about the consequences of negative behavior.

“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 eligible, a student shall not have engaged in any misconduct that resulted 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 that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with [Education Code 37.105](#), a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and 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 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- 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 Code of Conduct.

SPECIFIC OFFENSES/CONSEQUENCES

Elementary Specific (Grade PK/K)

LEVEL 1

CLASSROOM EXPECTATIONS (Semester)

1. We will value one another as unique and special individuals.
2. We will be respectful of ourselves, others, and property.
3. We will use good manners.
4. We will help one another whenever possible.
5. We will give our best effort and come to class prepared.

Standards for Student Conduct

Students will follow the classroom expectations. Failure to do so will result in classroom discipline procedures and/or in a written referral. All offenses will include parent contact.

- 1st Offense: Warning
- 2nd Offense: 10 Minute Cool Down and Reflection
- 3rd Offense: 15 Minute Cool Down/Reflection/Restorative Conversation (T/S)
- 4th Offense: Cool Down/Lunch Detention
- 5th Offense: Cool Down/Lunch Detention/Loss of Privileges
- 6th Offense +: Consequences Continue/Team and Family Conference

Teacher should contact parent on each referral. All referrals will be sent home electronically.

Elementary Specific (Grade 1-5)

LEVEL 1

CLASSROOM EXPECTATIONS (Semester)

6. We will value one another as unique and special individuals.
7. We will be respectful of ourselves, others, and property.
8. We will use good manners.
9. We will help one another whenever possible.
10. We will give our best effort and come to class prepared.

Students will follow the classroom expectations. Failure to do so will result in classroom discipline procedures and/or in a written referral.

- 1st Offense: Lunch Detention
- 2nd Offense: 2 Lunch Detentions
- 3rd Offense: After School Detention
- 4th Offense: Lunch and an After School Detention
- 5th Offense: Lunch Detention and 2 After School Detentions
- 6th Offense: 1 days ISS placement
- 7th Offense: 2 days ISS placement
- 8th Offense: 3 days ISS placement

Standards for Student Conduct

Teacher should contact parent on each referral. All referrals will be sent home electronically.

Elementary Specific (Grade PK-5)

DRESS CODE/GROOMING (Semester)

Teacher and/or principal will contact parent to correct any student dress code issues. Continued violations will result in student referral with consequences as listed above.

1st Offense: Warning

2nd Offense: Warning

3rd Offense: Lunch Detention

4th Offense: Lunch Detention

5th Offense: Lunch Detention and After School Detention

6th Offense: 1 day ISS placement

ELECTRONIC DEVICES (Semester)

Electronic devices are not permitted on the elementary campus. Unauthorized use of such devices will result in a written referral with consequences as listed for the secondary campus. Principal has the authority to use alternative disciplinary measures.

FAILURE TO ATTEND DETENTION (Semester)

Principal has authority to use alternative disciplinary measures.

PLAGIARISM/CHEATING/ACADEMIC DISHONESTY

Principal has authority to use alternative disciplinary measures.

SCHOOL BUS MISBEHAVIOR (Semester)

Principal has authority to use alternative disciplinary measures.

School bus misconduct will result in a written referral after the first offense:

Standards for Student Conduct

- 1st Offense: Warning
2nd Offense: Lunch Detention
3rd Offense: After School Detention
4th Offense: 3 day Suspension of Bus Privileges
5th Offense: 5 day Suspension of Bus Privileges
6th Offense: 20 day Suspension of Bus Privileges

After the 7th referral, student loses bus riding privileges for the remainder of the semester.

TARDIES

Principal has authority to use alternative disciplinary measures. An elementary student is considered tardy if they are not in their classroom or under direction of their classroom teacher when the bell rings.

Tardies on the elementary campus are submitted to the office electronically with attendance and recorded daily. The office assigns detentions/placements as needed.

***Notification from campus principal will be made to set up a conference to help prevent future occurrences of tardies.

Tardies that occur due to student not returning to class in a timely manner will be handled as a normal discipline situation within the class.

In elementary, students are considered absent after 9:30 a.m. If tardy after this time, the student will be counted absent. Elementary students will be required to makeup tardy time in accordance with policy.

All Level 2 and 3 offenses for elementary students will apply the same consequences as the secondary campus. The Under Age Ten statute will be applied.

SPECIFIC OFFENSES/CONSEQUENCES

Secondary Campus (Grades 6-12)

LEVEL 1

CLASSROOM EXPECTATIONS (Semester)

Standards for Student Conduct

1. Come to class prepared.
2. Respect yourself, others, and property.
3. Complete all assignments on time and to the best of your ability.
4. Failure to complete major assignments may result in alternative disciplinary measures until the assignment is complete.
5. Follow all school rules and policies.

Students will follow the classroom expectations. Failure to do so will result in classroom discipline procedures and/or in a written referral.

1 st Offense:	Lunch Detention
2 nd Offense:	2 Lunch Detentions
3 rd Offense:	After School Detention
4 th Offense:	2 After School Detentions
5 th Offense:	3 After School Detentions
6 th Offense:	1 days ISS placement
7 th Offense:	2 days ISS placement
8 th Offense:	3 days ISS placement

DRESS CODE/GROOMING (Semester)

Failure to comply with Dress/Grooming Code results in a written referral:

1 st Offense:	Rectify dress/grooming situation
2 nd Offense:	Rectify dress/grooming situation and Lunch Detention
3 rd Offense:	Rectify dress/grooming situation and After School Detention
4 th Offense:	Rectify dress/grooming situation and 2 After School Detentions
5 th Offense:	Rectify dress/grooming situation and 1 days ISS
6 th Offense:	Rectify dress/grooming situation and 2 days ISS
7 th Offense:	Rectify dress/grooming situation and 3 days ISS

Any confiscated clothing items (i.e. hats, jewelry, etc) are returned at the end of the school day on completion of LD/ASD/ISS except on 7th offense. On the 7th offense, the confiscated item will be returned at the end of the semester.

Standards for Student Conduct

ELECTRONIC DEVICES (Semester)

Use of personal electronic devices includes, but are not limited to, cellular phones, paging devices, MP3 Players/iPods, earbuds, headphones, smart watches, and accessories are prohibited on school property due to HB1481.

On the secondary campus, students may use Personal Electronic Devices only during times when on school property outside of the instructional school day.

Use of Personal Electronic Devices during the instructional times will result in a written referral:

1st Offense: Confiscate item until parent/guardian picks up device

2nd Offense: Confiscate item until parent/guardian picks up device. The device will be turned into the office daily in a designated location in the front office with student and parent contract signed. If not turned into office, and phone is turned in due to violation, device will be held in office until a parent/guardian picks it up and progressive disciplinary consequence for defiance aligned to levels outlined below:

- 1 Day ISS
- 2 Days ISS
- 3 Days ISS and so on as violations continue to occur.

FAILURE TO ATTEND DETENTION (Semester)

Principal has authority to use alternative disciplinary measures.

1st missed Lunch Detention results in an additional day of Lunch Detention

2nd missed Lunch Detention results in an After School Detention

1st missed After School Detention results in an additional After School Detention

2nd missed After School Detention results in a 2 day ISS placement

PLAGIARISM/CHEATING/ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students on assignments. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher, other supervising professional employee, or administrator, taking into consideration written materials, observations, or information from students. Students found to have engaged in academic dishonesty shall complete an alternate assignment for a penalized grade and disciplinary measures as determined by the principal.

Standards for Student Conduct

Students shall not engage in AI plagiarism, which refers to the use of artificial intelligence or automated tools to generate or produce academic work without proper attribution or authorization. AI plagiarism includes but is not limited to, the use of AI-based text generation models to copy, paraphrase, or present someone else's work as their own, without proper citation or acknowledgement.

Examples of AI plagiarism include utilizing AI language models, such as chatbots or essay generators, to create essays, assignments, or any other academic content without sufficient originality or proper citation. Students are expected to uphold the principles of academic integrity, which include the use of their own ideas, proper research and citation practices, and the acknowledgment of external sources.

Engaging in AI plagiarism not only undermines the educational process and the development of critical thinking skills but also violates the ethical standards of academic honesty. Students found in violation of this policy may face appropriate disciplinary actions, including but not limited to academic penalties, loss of credit, and/or other consequences as determined by the school administration.

SCHOOL BUS MISBEHAVIOR (Semester)

Principal has authority to use alternative disciplinary measures.

School bus misconduct will result in a written referral:

- 1st Offense: Warning
- 2nd Offense: Lunch Detention
- 3rd Offense: After School Detention
- 4th Offense: 3 day Suspension of Bus Privileges
- 5th Offense: 5 day Suspension of Bus Privileges
- 6th Offense: 20 day Suspension of Bus Privileges

On the 7th referral, student loses bus riding privileges for the remainder of the semester.

TARDIES (Grading Period)

Principal has authority to use alternative disciplinary measures.

Tardies on the secondary campus are submitted to the office electronically with attendance and recorded by individual class period. The office assigns detentions/placements.

- 1st Tardy: Warning per semester
- 2nd Tardy: Lunch Detention
- 3rd Tardy: 2 Lunch Detentions
- 4th Tardy: After School Detention

General Conduct Violations

5th Tardy: 2 After School Detentions

6th Tardy: Submit name to attendance committee to make up time and implement attendance contract.

LEVEL 2

***Principal has the authority to use alternative disciplinary measures.

Consequences for Level 2 offenses:

1st offense.....1-3 days in-school suspension and/or other disciplinary techniques

2nd offense.....3-10 days in school suspension and/or other disciplinary techniques

3rd offense.....Suspension not to exceed 3 days pending DAEP placement.

LEVEL 3

Level three offenses require notification of law enforcement. The school district will work in collaboration with law enforcement to determine consequences.

1st offense Suspension not to exceed 3 days pending DAEP placement.

2nd offense Suspension pending expulsion.

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 In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those 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.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

General Conduct Violations

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- 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 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. [See Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See Glossary]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- 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.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- 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.

General Conduct Violations

- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- 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;
- A short barrel firearm;
- 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;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for 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.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

General Conduct Violations

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]
- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under [Section 504, Rehabilitation Act of 1973 \(29 U.S.C Section 794\)](#) or a similar program or plan;
 - With documented need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (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 over-the-counter drugs. [See Glossary for "abuse."]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [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.

Misuse of Technology Resources and the Internet

Students shall not:

General Conduct Violations

- 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.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

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 verbal (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.

Miscellaneous Offenses

Students shall not:

General Conduct Violations

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, 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 Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall 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.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, 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 in a manner that results in a change to the student's educational placement 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.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the 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.

Discipline Management Techniques

- 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, another assigned area, or to in-school suspension (ISS).
- 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 student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in 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.

Discipline Management Techniques

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.
- 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 using 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).

Notification

The CBC 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 CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of [Education Code 37.0012\(d\)](#).

Discipline Management Techniques

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. 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 CBC shall send written notification by U.S. Mail. If the CBC 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.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under [Education Code 37.0014](#).

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, 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 this policy may be obtained from the central administration office or online at slidellisd.net.

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 will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be 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 the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

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 CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by [Education Code 37.0832.0](#).

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC 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 CBC 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 CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- 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.

Removal from the Regular Educational Setting

Returning a Student to the Classroom

A student who 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 written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC 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.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Out-of-School Suspension

Misconduct

Students may be suspended for 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 below grade 3 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 sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- 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.

Process

State law allows a student to be assigned to out-of-school suspension 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 CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC 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 CBC 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;

Out-of-School Suspension

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.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in 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 ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. 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.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

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-grade 5 and secondary classification shall be grades 6-12.

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 CBC 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 Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by 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, or gang 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.

Disciplinary Alternative Education Program (DAEP) Placement

- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

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 engaged in conduct punishable as a felony 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. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** 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.

Mandatory Placement: Misconduct That Requires 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, 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\(a\)\(1\)](#).
 - Except as provided by [Education Code 37.007\(a\)\(3\)](#), 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."]

Disciplinary Alternative Education Program (DAEP) Placement

- 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.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
 - 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 sections 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 under [Penal Code 36.06](#) against any school employee or volunteer on or off school property.
 - Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under [Title 5](#);
2. The offense of deadly conduct under [Section 22.05](#);
3. The felony offense of aggravated robbery under [Section 29.03](#);
4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

Disciplinary Alternative Education Program (DAEP) Placement

- 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
- 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.

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 CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC 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 CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- 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 CBC 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.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or

Disciplinary Alternative Education Program (DAEP) Placement

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 a 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 e-cigarette, 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

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC 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

Disciplinary Alternative Education Program (DAEP) Placement

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 are in a DAEP placement 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 CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. 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 central administration office or online at **slidellisd.net**.

Appeals shall begin at **level one 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

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

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 IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC 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 CBC 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:

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.

Disciplinary Alternative Education Program (DAEP) Placement

The student or the student's parent 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 parent 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 CBC 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 CBC 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 including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year 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 if 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.

Disciplinary Alternative Education Program (DAEP) Placement

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) for more information.]

Placement and/or Expulsion for Certain Offenses

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 student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. 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 Students

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.

Expulsion

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC 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 Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by 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.
- Criminal mischief, if punishable as a felony.
- 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 any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. 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."]

Expulsion

- 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 deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

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 a 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 [Penal Code 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. 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 or off school property.

Expulsion

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).]
 - 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]
 - Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
 - 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.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.

Expulsion

- 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 conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 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.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under [Education Code 37.0081 or 37.007\(a\), \(d\), or \(e\)](#).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Expulsion

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 board of trustees delegates to the superintendent authority to conduct hearings and expel students.

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 consider and 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 CBC 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.

Expulsion

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 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:

1. The student is a threat to the safety of other students or to district employees; or
2. 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's conduct 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 CBC 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 CBC 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.

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:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. 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:

1. The student is a threat to the safety of other students or district employees; or
2. 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. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 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 10 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.

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

Expulsion

[Education Code 37.0081](#), a student may be expelled and placed in either DAEP or JJAEP if the board or CBC 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 have:

- 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:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. 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:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. 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:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Expulsion

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC 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.

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:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. 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:
 - a. 65 years of age or older; or
 - b. A disabled person.

Antisemitism is defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

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 a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. 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. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another; or

Glossary

- b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by [Penal Code 22.01](#) as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or 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 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:

1. 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 damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. 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;
2. 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
3. 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 by striking a person

Glossary

with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

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 [Education Code 37.0832](#) 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

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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:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. 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:

1. 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;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. 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:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. 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

Glossary

another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in [Education Code 37.001\(b\)\(2\)](#); or

3. 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:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. 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;
 - c. 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;
 - d. 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;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. 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; or
 - i. 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 [Education Code 37.151](#) 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;

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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; or
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.

Hit list is defined in [Education Code 37.001\(b\)\(3\)](#) 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.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Glossary

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. 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;
3. Personal communication devices or electronic devices; or
4. 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:

1. 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:
 - a. An explosive weapon; or
 - b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. 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, when the person 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 [Education Code 37.121\(d\)](#) 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 [Code of Criminal Procedure Article 15.27](#).

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

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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 [Penal Code Section 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. 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 schoolwork 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:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;

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3. 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;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. 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](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);

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- 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 die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

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 in-fluence" 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 that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



SLIDELL ISD T-TESS CALENDAR

2025-2026

Key Date: August 13th 2025

T-TESS ORIENTATION- Teachers will have T-TESS Orientation by this date.

Key Date: September 18th 2025

GOAL-SETTING and PROFESSIONAL DEVELOPMENT (GSPD) PLAN: Teachers must submit the GSPD plan to the principal for approval within six weeks from the date of the orientation. If you are a first-year teacher, or new to the district, a GSPD conference is required.

Key Dates: September 20th 2025 to April 4th 2026

T-TESS OBSERVATION PERIOD: T-TESS observations will not begin before September 20th 2025, or after April 4th 2026. Other important considerations:

- Observations will not occur on the day before or after Thanksgiving, Christmas, Spring Break, Easter or any day when you are administering a STAAR/EOC.
- Each teacher will receive a full T-TESS evaluation; included will be the 45-minute observation.
- Walk through data will be included in the teacher's overall T-TESS evaluation.
- A pre-conference between appraiser and teacher will be required before the formal observation so that the two may discuss student learning objectives, anticipated outcomes etc...
- A required post-conference will be conducted within 10 business days of the date of the observation so that the teacher and appraiser may discuss the ratings, evidence, and student outcomes.

Key Date: May 1st 2026

End-of-Year (EOY) Conferences: All EOY conferences must be completed 15 days prior to the last day of instruction. During the EOY conference, the teacher and appraiser will review scores for the domains and accompanying evidence as well as review potential goals and professional development plans for next school year.

Explanatory Notes

TASB Localized Policy Manual Update 125

Slidell ISD

AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Revisions to 19 Administrative Code 97.1003(f)(3), effective February 10, 2025, prompted edits at Local Accountability Plan — Submission and Audit Standards.

AIE(LEGAL) ACCOUNTABILITY: INVESTIGATIONS

A citation to the Administrative Code has been adjusted at the end of the policy.

B(LEGAL) LOCAL GOVERNANCE

The Section B Table of Contents has been updated to reflect revised names for policies BDB, Board Committees, and BDF, Advisory Committees.

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

19 Administrative Code 61.1051 was repealed on December 6, 2024, but 19 Administrative Code 61.1(b)(7), which references the repealed rule, was not amended. The requirements in the repealed provision were moved to 19 Administrative Code 103.1401. A Note has been added at Identifying and Reporting Abuse to clarify the location of the requirements.

BDAA(LOCAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are recommended to this local policy on board officer duties and requirements. At Board Officers, the sentence indicating that the board may assign a district employee to provide clerical assistance is recommended for deletion since the superintendent, rather than the board, manages staff assignments, including providing support to the board.

BDB(LEGAL) BOARD INTERNAL ORGANIZATION: BOARD COMMITTEES

To coordinate with the recommended changes to the local policy at this code, the subtopic has been changed from Internal Committees to Board Committees.

BDB(LOCAL) BOARD INTERNAL ORGANIZATION: BOARD COMMITTEES

This policy has been revised in coordination with BDF(LOCAL) to clarify the difference between board committees and advisory committees. Accordingly, the subtopic of this code has been changed from Internal Committees to Board Committees, and new provisions are recommended to establish how board committees are formed and outline their purpose. Text addressing Dissolution of board committees is also recommended for inclusion. The language previously at Special Committees has been moved to BDF(LOCAL).

BDF(LEGAL) BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES

To coordinate with the recommended changes to the local policy at this code, the subtopic has been changed from Citizen Advisory Committees to Advisory Committees.

BDF(LOCAL) BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES

This new local policy is recommended for inclusion to coordinate with the changes at BDB. The subtopic of this code has been changed from Citizen Advisory Committees to Advisory Committees. Language has been moved here from BDB(LOCAL) and updated to clarify how advisory committees are formed and the parameters of their responsibilities. A section on Dissolution of the committees is also recommended for inclusion.

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BJB(LLEGAL) SUPERINTENDENT: RECRUITMENT AND APPOINTMENT

New rules at 19 Administrative Code 103.1213 regarding the Sentinel system were adopted on December 13, 2024, and a new section on required reporting in that system after a superintendent change has been added to this legal framework.

CBA(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE

Revisions reflect amendments at 19 Administrative Code 61.1034, effective April 13, 2025, to clarify the criteria a district must meet to be eligible for the New Instructional Facility Allotment (NIFA). Additional information about NIFA has also been included to outline eligibility provisions and the application process. NIFA was created in 1999 for districts to provide for operational expenses associated with the opening of a new instructional facility and is available to all public school districts that meet the requirements of the statute and rule.

CKA(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

New rules at 19 Administrative Code 103.1213, effective December 15, 2024, relating to the Sentinel system prompted revisions to this legal framework on safety and security audits and monitoring. A section on Reporting Through Sentinel has been added, and additional changes reflecting new reporting requirements for vulnerability assessments and intruder detection audits have been made.

CKC(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

The new rules regarding the Sentinel system necessitated additional language regarding the Texas School Safety Center's uploading of multihazard emergency operation plans to that system. The new rules became effective December 15, 2024, and are found at 19 Administrative Code 103.1213.

CLA(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY

New requirements have been added at Human Trafficking Warning Signs to reflect a new rule adopted at 19 Administrative Code 103.1403, effective December 11, 2024.

CMD(LLEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Changes at 19 Administrative Code 67.1315, effective December 15, 2024, prompted revisions relating to the requirement for districts to adopt an open education resource instructional materials plan unless otherwise exempt.

CNB(LLEGAL) TRANSPORTATION MANAGEMENT: DISTRICT VEHICLES

A cross-reference to CNC has been added at School Bus Advertising for clarity regarding reporting requirements for crashes involving buses with advertising.

CNC(LLEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

At Annual Report to TEA, revisions to this legal framework were required after 19 Administrative Code 61.1028 was repealed and provisions moved to the new 19 Administrative Code 103.1231, effective March 10, 2025. Other revisions have been made for clarity.

Explanatory Notes

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DEAB(LLEGAL)

COMPENSATION PLAN: WAGE AND HOUR LAWS

At Exempt Employees — Academic Administrators, the salary/fee rate has been removed and replaced with a reference to the established weekly threshold to prevent the need for continuous updating as the Fair Labor Standards Act rules are amended over time.

DMA(LLEGAL)

PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

A citation change at Child Abuse, Trafficking, and Maltreatment reflects provisions from the Administrative Code that were repealed on December 11, 2024, and moved to 19 Administrative Code 103.1401. At Mental Health, provisions have been added to reflect the adoption of 19 Administrative Code 153.1015, effective December 2, 2024.

EHBA(ALEGAL)

SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

At Evaluation for Change in Eligibility, provisions have been removed to reflect amendments to 19 Administrative Code 89.1070, adopted November 1, 2024. A cross-reference to EIF has been added for clarity.

EHBAD(LLEGAL)

SPECIAL EDUCATION: TRANSITION SERVICES

Provisions at Graduation have been revised to reflect amendments to 19 Administrative Code 89.1070, adopted November 1, 2024.

EHBAF(LLEGAL)

SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

19 Administrative Code 61.1051 was repealed on December 6, 2024, but 19 Administrative Code 103.1301, which references the repealed rule, was not amended. The requirements in the repealed provision were moved to 19 Administrative Code 103.1401. A Note has been added at Confidentiality — Duty to Report to clarify the location of the requirements.

EHBE(LLEGAL)

SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Extensive revisions throughout this legal framework reflect amendments to numerous Administrative Code rules, effective February 7, 2025, relating to bilingual and ESL programs.

EHDE(LLEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Changes throughout this legal framework reflect amendments to the Administrative Code adopted on February 14, 2025.

EI(LOCAL)

ACADEMIC ACHIEVEMENT

At Partial Credit, recommended revisions replace the phrase "combined grade for" with "average of" to more accurately reflect the determination of awarding credit when a student earns a passing grade in only half of a course.

EIF(LLEGAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Revisions to this legal framework are a result of amendments to 19 Administrative Code 89.1070, adopted November 1, 2024.

FDA(LLEGAL)

ADMISSIONS: INTERDISTRICT TRANSFERS

A paragraph has been added at Discipline and Threat Assessment Records as a result of the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

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FDE(LOCAL) ADMISSIONS: SCHOOL SAFETY TRANSFERS

At Safe Schools Data, "bullying" is recommended for inclusion as an offense for which the district must collect and maintain data. The revision aligns with the Unsafe School Choice Option Guidance Handbook.

FEC(LOCAL) ATTENDANCE: ATTENDANCE FOR CREDIT

Revisions throughout this policy are recommended for clarity.

The information in the first sentence of the policy has been incorporated at Absences Considered for improved readability. Rather than directing the board to establish attendance committees, the policy now authorizes the establishment of those committees by the administration. At Methods for Regaining Credit or Awarding a Final Grade, specifics regarding petitions for credit are recommended for deletion in favor of a reference to administrative regulations.

Revisions at Imposing Conditions for Awarding Credit or a Final Grade are recommended to clarify requirements regarding "seat time." For more information, see the TASB.org article [TEKS Mastery, Not Seat Time, Required for Attendance for Credit](#).

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Extensive changes throughout this legal framework have been made for clarity and to reflect new Department of State Health Services rules on Maintenance and Administration of Medication for Respiratory Distress.

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

The revisions to the legal framework at this code reflect the new Department of State Health Services rules on unassigned medication for respiratory distress. If your district currently maintains medication that can be used when a person is experiencing respiratory distress, please contact your policy consultant for appropriate text to include in your local policy.

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

A section on Use of Sentinel Assessment Instrument, Manual, and Field Guide has been added to reflect the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions to this legal framework at Determination of Violent Conduct reflect new language at 19 Administrative Code 103.1205, effective October 29, 2024.

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

A new section on Peace Officer or Security Personnel Use of Restraint or Taser has been added to reflect new language at 19 Administrative Code 89.1053, effective October 7, 2024.