

**2010-2011**  
**F.L. Moffett Primary**  
**School**  
**Center Elementary School**  
**Center Intermediate School**



**Education**  
**Is**  
**Everybody's**  
**Business**

**Name** \_\_\_\_\_

# **School Information**

**Center Intermediate School**  
**624 Malone Drive**  
**Center, Texas 75935**  
**(936) 598-6148**

**Center Elementary School**  
**621 Roughrider Drive**  
**Center, Texas 75935**  
**(936) 598-3625**

**F.L. Moffett Primary School**  
**294 Roughrider Drive**  
**Center, Texas 75935**  
**(936) 598-6266**

Dear Parents,

Children grow up facing many problems that were not apparent a few years ago. A larger number of children come from homes where both parents work or from one-parent homes. It is very difficult for parents to find time to spend with their children and to help them with schoolwork.

Center Schools are dedicated to working with parents and helping them find ways to help and encourage their children. This school is dedicated to providing a learning environment to produce children who are mature emotionally and who are intellectually ready for the challenges they will face as they progress to each level of the school system. We feel that these years in elementary school are very important in the formation of values and work habits that will follow these children into adult lives and careers.

In response to the states upgraded expectations in curriculum and testing, Center Schools have taken steps to ensure students will be presented the TEKS curriculum at a high level. Students today are expected to be thinkers not those who just memorize facts. Therefore, all students attending will be tested after each TEKS objective using the districts TAKS analysis program (DMAC). The information gathered from each assessment will provide the teachers with insight so they may better meet the needs of each individual child.

A major problem in many schools is that many parents do not know what is expected of them or their children. Many parents may not understand the purposes for some of the school's methods and procedures. They may not know about some of the services available through the school. We hope this handbook will answer some of your questions.

The instructional staff at Center Schools believes that your child's education will be more effective if the school and parents work together and communicate often about your child's progress or any problems that may arise. We encourage you to get involved by showing an interest in what your children are learning in school and by asking your children questions. We encourage you to help your children with homework and school projects. We also encourage you to attend school programs, award ceremonies, and parent meetings. Please communicate with the teacher anytime there is a question or problem.

## FOREWORD

It is indeed a pleasure to welcome you to Center Schools. Our desire is that this will be your most productive school year. This handbook has been prepared so that all students, teachers, and parents will know and understand the policies of the school. Cooperation is essential if we are to have a good school. Indeed, a school will be as good for each student as the effort he/she puts into it. Working together, each meeting his/her personal responsibilities, we will have a school in which you will be safe, happy, and proud; and our accomplishments will be noteworthy.

### **School Mission Statements**

#### **F.L. Moffett Primary School**

The mission of F.L. Moffett Primary School Campus is to educate all children to the full extent of their individual abilities and to challenge them to excel in a changing world. Our goal is to promote literacy for all students. The students will be taught a core curriculum language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. We will promote citizenship skills and an appreciation of our common American heritage including its multi-cultural richness. It is our goal to build the self-esteem of each child by providing positive, successful experiences with emphasis on family involvement. All students will be provided the opportunity to develop the ability to think logically, independently and creatively and to communicate effectively.

#### **Center Elementary School**

Center Elementary School's faculty and staff are committed to working with students, parents, and community member to create a positive, safe, learning environment where all students can develop the knowledge and skills necessary to be responsible, productive citizens.

**C**ommitted to working with students, parents and community.

**E**nvironment shall be positive and safe with an atmosphere of learning.

**S**tudents can develop knowledge and skills necessary to responsible, productive citizens.

#### **Center Intermediate School**

In a collaborative effort of home, school, and community the mission of Center Intermediate School is to provide all students with an educational program which will allow them to achieve their full potential academically, socially, and physically in order to be responsible citizens and contributing members of a changing and global society.

Center I.S.D. does not discriminate on the basis of race, religion, color, national origin, 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; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

The following District staff members have been designated to coordinate compliance with these requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex:

Dr. James Hockenberry, Superintendent  
107 PR 605  
Center, TX 75935  
(936) 598-5642

- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Mickey Wulf, Director of Special Services  
107 PR 605  
Center, TX 75935  
(936) 598-9615

- Liaison for Homeless Children and Youths, who coordinate services for homeless students:

Angela Lawson, Director of Special Programs  
107 PR 605  
Center, TX 75935  
(936) 598-7291

### **STUDENT DIRECTORY INFORMATION**

Regarding student records, federal law requires that 'directory information' on my child be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information. This objection must be filed within ten school days of the time this handbook was issued to the student. Directory information ordinarily includes the student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. (In exercise of this right to object, I have marked through the items of directory information listed that I wish the District to withhold about my child.) See Student Directory Form Attached

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

20 U.S.C. Sec. 1232g

The Center Independent School District maintains general education records required by law. A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school, and for students who have withdrawn or graduated. Records may be reviewed during regular school hours. The record custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of handicapped students, as well as their attorneys and consultants, who are (1) working with the student; (2) considering disciplinary or academic actions, the student's case, or a handicapped student's individual education plan (IEP); (3) compiling statistical data; or (4) investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent's permission.

Parental consent is required to release the records to anyone else. When a student reaches 18 years of age, he/she has the right to consent of the release of their records.

**CENTER INDEPENDENT SCHOOL DISTRICT**

**BOARD OF TRUSTEES**

Dr. Dixon Golden.....President  
Ortega Cartwright..... Vice-President  
Deborah Chadwick.....Secretary  
Dan Wilkins.....Member  
Stephen Shires.....Member  
Jim Sawyer.....Member  
Sharon Nelson .....Member

**SUPERINTENDENT OF SCHOOLS  
DR.JAMES HOCKENBERRY**

**ASSISTANT SUPERINTENDENT OF SCHOOLS  
RAYFORD COPELIN**

**CURRICULUM AND INSTRUCTION**

Mickey Wulf.....Director of Special Education  
Dr. Daya Hill.....Curriculum Director  
Angela Lawson.....Director of Special Programs

## **CENTER ISD RESOLUTION**

Resolution authorizing the teaching of traditional moral values:

WHEREAS the teaching of traditional moral values and ethics has been a part of public education since its inception; and

WHEREAS teenage crime, drug abuse, and pregnancy have risen dramatically across the state, along with a diminishing emphasis of moral absolutes from the home and classroom; and

WHEREAS teachers play a critical part by serving as a role model for students, exerting a subtle but important influence over their beliefs and behaviors; and

WHEREAS it is recognized that traditional moral values such as determining right from wrong, honesty, integrity, accountability, self-discipline, sexual abstinence, self-restraint, sincerity, loyalty, love of country and respect for and value of human life and property are common to all established societies, and are clearly reflective of Center as a community; and

WHEREAS all Center educators are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators and exemplary citizenship is encouraged and taught through written guidelines for determining individual student citizenship performance each grading period;

Now therefore be it resolved that the Board of Trustees encourages the Administration to reinforce the teaching of traditional moral values enumerated above in all grades- pre-kindergarten through twelfth.

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**To continue our policy of providing a safe campus, ALL visitors must check in at the campus office before proceeding on a campus.**

### **PARENT INVOLVEMENT/PARENT RIGHTS**

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

Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides. Ensure that your child completes all homework assignments and special projects. Be sure your child comes to school each day prepared, rested, and ready to learn.

Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the District. Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child.

Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.

Offering to serve as a parent representative on the District-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For further information contact your child's campus office.

Attending Board meetings to learn more about District operations. If you need more information contact CISD central office at 598-5642.

#### Obtaining Information and Protecting Student Rights

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

Political affiliations or beliefs of the student or the student's parent.

Mental or psychological problems of the student or the student's family.

Sexual behavior or attitudes.

Illegal, antisocial, self-incriminating, or demeaning behavior.

Critical appraisals of individuals with whom the student has a close family relationship.

Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.

Religious practices, affiliations, or beliefs of the student or parents.

Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

## Opting Out” of Surveys and Activities

As a parent, you also have a right to receive notice and opt your child out of participating in:

Any survey concerning the private information listed above, regardless of funding.

School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.

Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

### **Display of your child’s artwork, projects, and other special work products:**

As a parent, if you choose that your child’s artwork, special projects, photographs and the like not be displayed to the community on the District’s Web site, in printed material, by video, or any other method of communication, you must notify the principal in writing.

As a parent, you also have a right:

To request information regarding the professional qualifications of your 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; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

To review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

To inspect a survey created by a third party before the survey is administered or distributed to your child.

To grant or deny any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

To remove your child temporarily from the classroom, if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.

To request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.

To request in writing, if you are a non-custodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. See policies FL(LEGAL) and (LOCAL), FO(LEGAL) and the Student Code of Conduct.

To request a transfer of your child to another classroom or campus if your child has been verified by the principal to have been a victim of bullying as the term is defined by Education Code 25.0341.

To request a transfer of your child to attend a safe public school in the District if your child attends school at a campus identified by TEA as persistently dangerous or if your child was a victim of a violent criminal offense while in school or on school grounds. See policy FDD(LOCAL).

### **ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES**

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district.

### **ADMISSIONS**

Appropriate registration forms shall be completed annually and signed by the student's parent, legal guardian, or other person having lawful control.

If a student has been expelled from another school district, the expelling district shall provide to the District a copy of the expulsion order and the referral to the authorized officer of the juvenile court. The District in which the student enrolls may:

1. Continue the expulsion under the terms of the order;
2. Place the student in an alternative education program for the period specified by the expulsion order;  
or
3. Allow the student to attend regular classes without completing the period of expulsion.

### **AGR SHEET**

Age, Grade, and Residence cards must be properly filled out and signed in ink by the parent or guardian of each student at the beginning of the school year, and for students who enroll later in the school year.

## ASSEMBLY PROGRAM PERFORMANCES

The principal must approve all assembly, programs and performances.

## ATTENDANCE

### **Attendance for Credit** (§25.092 Texas Education Code)

A student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered. A student who is in attendance for at least 75% but less than 90% of the days a class is offered may be given credit for the class if the student completes a plan, approved by the school's principal, which provides for the student to meet the instructional requirements of the class.

A student or parent may petition the campus attendance committee, in writing, for class credit if the student is in attendance fewer than the required 90% of the days the class is offered and has not regained credit by a plan approved by the principal. The attendance committee may give class credit to a student because of extenuating circumstances.

It is the student's responsibility to find out the assignments and make up the work within the period of time designated by the teacher or principal.

## BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI(LOCAL).]

## CLASSROOM PLACEMENT

We are very proud of our staff and consider our teachers to be exemplary in their degree of dedication and commitment to their job. Each teacher has their own special techniques, talents, and strengths that enable them to excel in their job.

There are numerous factors we take into account when we begin classroom placements.

We consider gender, ethnicity, academics, and special needs when classroom placements are made. It is important to us to have each classroom as balanced as possible to create an equitable learning environment for every student.

If you have a question about classroom placements please call or come by and see the principal or counselor. We begin making placements for the following year in April. Only FLM and CES have a form that you can fill out if you have a concern about classroom placement. Your form filled out **must be on file before the end of March.**

## SCHOOL DAY

### **F.L. Moffett Primary**

- The School day is 7:45 – 2:55

- The first bell will ring at 7:50
- The tardy bell will ring at 7:55

### **Center Elementary**

- The school day is 7:45 – 3:00
- The first bell will ring at 7:45-Students need to be in the gym for morning assembly.
- The tardy bell will ring at 7:50

### **Center Intermediate**

- The school day is 7:45 – 3:15
- The first bell will ring at 7:45-Students need to be in the gym for morning assembly.
- The tardy bell will ring at 7:55

### **BUS SCHEDULE**

Bus schedules and related information can be obtained by calling 598-2880.

### **CAFETERIA SERVICES**

The District participates in the National School Lunch Program and offers to students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information on this program can be obtained at the principal's office.

Students are not allowed to charge their meals for more than 5 days. The cafeteria manager will contact parents after 3 days of charges and again after 5 days.

### **CAFETERIA PROCEDURES (RULES)**

1. Speak in a low tone.
2. Keep lines straight-facing front.
3. Use cafeteria time for eating instead of visiting with friends.
4. Be considerate of others.
5. There will be a limit of 5 days charges on student meals. The Cafeteria Manager will contact parent/guardian after 3 days and again after 5 days.
6. Be as quite as possible in moving chairs.(Center Intermediate School)

### **CELL PHONES OR ELECTONC DEVICES**

All electronic devices are discouraged to be brought to school. If a student is found in possession of an electronic device the following consequences will occur:

Center Intermediate

Consequences

- 1<sup>st</sup> time taken up- Parent picks up from the office
- 2<sup>nd</sup> time-\$10 fee-parent picks up from the office
- 3<sup>rd</sup> time-Not returned until the end of the year

F.L.Moffett and Center Elementary

Consequences

- 1<sup>st</sup> time-Warning to student and parent is contacted

- 2<sup>nd</sup> time-Item taken up and parent pick up item at the office
- 3<sup>rd</sup> time-Taken up and fee of \$10 will be charged to the parent

## **CHILD SEXUAL ABUSE**

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects 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 to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches.

Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

[http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

## **CLASSES OFFERED**

CENTER INTERMEDIATE

- |                        |                       |                                   |
|------------------------|-----------------------|-----------------------------------|
| 1. Math                | 6. Social Studies     | 10. Fine Arts                     |
| 2. Reading             | 7. Science/Health     | 11. Computer Lab                  |
| 3. Spelling            | 8. Study Skills       | 12. Math and Reading Acceleration |
| 4. Grammar             | 9. Physical Education | 13. Science Lab                   |
| 5. Writing Composition |                       |                                   |

## **CLASSROOM RULES**

There are certain behaviors that the Center Faculty needs and wants from a child so that they can do the best job possible in the classroom.

They are:

1. No cheating on test and classroom work
2. No disruptive behavior, including:
  - a. Disturbing others in the class
  - b. Talking out-of-turn
  - c. Disruptive noises
  - d. Disrespect to classroom guests
3. No stealing
4. Bringing adequate supplies and books to class
5. No candy or gum in the classroom unless approved by the teacher

## **CLOSED CAMPUS POLICY**

All students shall operate under the closed campus policy. Only those students who are checked out by their parents or legal guardian shall be allowed to leave the campus during the lunch period. Students who leave under the above condition must sign out through the principal's office.

## **COMMUNICABLE DISEASES/CONDITIONS**

The school requests that parents of a student with a communicable or contagious disease telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious. These diseases include:

Amebiasis	Hepatitis, Viral	Rubella
Campylobacteriosis	Impetigo	Salmonellosis
Chickenpox	Infectious mononucleosis	(including
Common cold with fever	Influenza	typhoid fever
Fifth disease	Measles (Rubeola)	Scabies
(Erythema Infectiosum)	Meningitis, Bacterial	Shigellosis
Gastroenteritis, Viral	Mumps	Streptococcal disease,
Giardiasis	Pinkeye (conjunctivitis)	invasive
Head Lice (Pediculosis)	Ringworm of the scalp	Tuberculosis,
(see chart at nurse's office)	Whooping Cough(pertussis)	Pulmonary

## **COMPLAINTS BY STUDENTS/PARENTS**

Usually student or parent complaints or concerns can be addressed simply-by a phone call or conference with the teacher. For those complaints and concerns that cannot be so easily handled, the District has adopted a standard complaint policy. In general, a parent or student should first raise the complaint with the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the

Board of Trustees, members of the community elected to set policy and priorities for the District.

## **CONDUCT**

1. Pupils will be respectful and obedient to those in authority and will be considerate of schoolmates. They will be punctual, industrious, neat, and clean of person.
2. Pupils of one school will not visit the grounds of another school while the latter is in session except with the permission of the principal of both schools. Please do not bring visitors to school with you. The school cannot assume the responsibility of their care and supervision.
3. Pupils will not be allowed to leave school after the school day begins unless the parent signs the student out in the office.
4. Do not bring anything that could be considered a dangerous weapon to school.  
For instance:
  - a. Knives or any size, including pocket knives
  - b. Firearms
  - c. Explosives, including fireworks of any kind
  - d. Clubs
  - e. Razors
  - f. Sharp instruments
5. Food and drink must be consumed in the cafeteria or during snack shack times. All trash is to be placed in trashcans.
6. If a student is absent for an extended period of time, the parent may call the school for assignments. Give us 24 hours to get the assignments and have someone come to the office and pick them up. It is the student's responsibility to complete the make up work, return it to the teachers, and to see the teachers about making up any exams given during his/her absence.
7. Pupils are not to bring drugs, tobacco, or controlled substances on the campus. If a student must take medicine prescribed by a physician please leave it with written instruction with the school nurse.
8. Horseplay and rough-housing is dangerous and this is discouraged. It makes no difference if a child is injured playfully or intentionally, the injury is equally as serious.
9. Students are to bring material, such as paper, pencil, etc., to class. No one can work without the proper equipment. This is the child's responsibility and he/she will be held accountable.
10. Students are not permitted to use the office telephone, except in emergency. If an emergency exists, please ask permission from the school secretary before using the phone.
11. Students will be disciplined for damage to property and expected to pay the cost of repair and/or replacement.
12. All staff members and students are requested to report to the principal anyone who cannot be identified as having permission to be on the school campus at anytime. Parents and visitors shall go to the principal's office and get permission to be on the campus. This is for the safety and protection of the students.

13. All students have sufficient passing time between classes. Students are required not to loiter on the walks, since this denies other students their use. Please walk (not run) on the right side of the walk, keeping the left half open for traffic in the opposite direction. Use the walks. By using the walk this aids in keeping our building clean and helps our grass to grow in order to cut down erosion on our terraces.(Intermediate school)

14. There are restrooms conveniently located throughout the buildings. Students are to use the restroom at break time, at lunch, before and after school, and with the teacher's permission during class.

### **CONDUCT AND DISCIPLINE (See Student Code of Conduct)**

Corrective discipline shall be administered when necessary to protect students, school employees, property, or maintain essential order and discipline. Students shall be treated fairly and equitable. Consequences shall be based on a careful assessment of the circumstances of each case. Factors to be considered shall include:

- a. The seriousness of the offense
- b. The student's age
- c. The frequency of misconduct
- d. The student's attitude
- e. The potential effect of the misconduct on the school environment

### **CONFERENCES**

Parents and teachers are encouraged to establish and maintain frequent communication about student progress.

A student or parent who wants information or wants to raise a question or concern is encouraged to talk with the appropriate teacher, counselor, or principal. A parent who wants to meet with a teacher may call the office for an appointment during the teacher's conference period or may request that the teacher call the parent during a conference period or at another mutually convenient time.

Students and parents may expect teachers to request a conference (1) if the student is not maintaining passing grades or achieving the expected level of performance, (2) if the student presents any other problem to the teacher, or (3) in any other case the teacher considers necessary.

### **CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION**

Students may use credit by examination to demonstrate mastery in any subject in elementary grades or to earn credit in any academic course at the secondary level, with the prior approval of the appropriate administrator. Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be approved by the Superintendent or designee.

To be eligible to earn credit by examinations, a student shall have had prior instruction in the subject or course, as determined by the District on the basis of a review of the student's educational records.

### **CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION**

A student planning to take an examination for acceleration shall be required to register with the principal or designee no later than 30 days prior to the scheduled testing date on which the student wishes to take the test. Students shall be permitted to take such tests more than once. Students must score 90 percent or

above on a criteria-referenced test for the grade level to be skipped in each of the following areas: Language Arts, Mathematics, Science, and Social Studies.

\*Credit by Examination Tests for the purpose of acceleration shall be administered to students in grades 1-12 who request to take the test. Test dates shall be three days during the last full week of June and during the last full week of December. Alternative testing schedules and locations must be approved by the District. Tests will be administered by approved campus personnel.

### **DRESS CODE**

**The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.**

**Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may be reasonably expected to cause disruption of or interference with normal school operations.**

**The District prohibits pictures, emblems, or writings on clothing that:**

- 1. Are lewd, offensive, vulgar, or obscene**
- 2. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (Local Board Policy)**

**The Dress Code for Pre-K to fifth grade include:**

- 1. Loose fitting shorts can be worn by both girls and boys (No more than 2 inches above the knee)**
- 2. No jeans having slits or holes**
- 3. No bicycle racing pants**
- 4. No tank tops for girls or boys**
- 5. No midriff, see through, mesh or halter tops for girls or boys**
- 6. Dresses or skirts shall be no more than 2 inches above the knee**
- 7. Any apparel that advertises or implies sex, drugs, alcohol, profanity or violence is not permitted**
- 8. Clothing that represents clubs, gangs, or groups other than those sponsored by the school are is not permitted**
- 9. Wearing caps, hats or hoods are not permitted on school campus**
- 10. The Administration has the right to ask students to change their dress if it causes a distraction or disruption of the school**
- 11. Pants with belt loops are required to have a belt.**
- 12. No Heelys , Heelies. (shoes that have wheels underneath the shoes sole that make the shoes roll)**

### **ELECTRONIC COMMUNICATION AND DATA MANAGEMENT**

Access to Center Independent School District's electronic communications system, including the Internet, shall be made available to students and employees exclusively for instructional and administrative purposes in accordance with administrative regulations.

Access to Center Independent School District's electronic communication system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing the use of the system and shall agree in writing to comply with such regulations

and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with Center Independent School policies. Violations of law may result in criminal prosecution as well as disciplinary action by Center Independent School District.

For a copy of the of the Electronic Communication and Data Management (CQ Legal) and (CQ Regulation) contact your child's campus office.

### **EMERGENCY SCHOOL CLOSING INFORMATION**

Emergency school closing information will be broadcast on local radio stations, KDET--930 AM and 100.5 FM.

### **EXTRACURRICULAR ACTIVITIES**

A student will be permitted to participate in extracurricular activities subject to the following restrictions:

- A student who receives, at the end of any grade evaluation period, an average grade below 70 in any academic class other than an identified honors or advanced class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three weeks. A student may practice or rehearse while suspended. The student regains eligibility when the principal and teachers determine that he/she has 1) earned a passing grade (70 or above) in all academic classes other than those that are honors or advanced; and 2) completed three weeks of suspension.
- A student is allowed up to ten absences from a class during the school year for extra curricular activities or public performances. All UIL activities and activities approved by the District are subject to these restrictions.
- Any disciplinary behavior-related restrictions on participation are set out in the Student Code of Conduct.

A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

### **FEES**

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain fees including: fees for lost, damaged or overdue library books and fees for lost or damaged textbooks.

### **FIELD TRIPS**

Field trips are taken by students. Any student wishing to accompany his/her teacher on a class outing must bring a written permission from his/her parents or guardian to school. Notices will be sent home prior to any trip. These must be signed and returned. No student will be allowed to attend a field trip without proper notice of parental permission.

## **FIRE DRILLS**

Students, teachers, and other District employees shall participate in frequent drill of emergency procedures. When the alarm is sounded, students must follow the direction of teachers quickly, quietly, and in an orderly manner.

## **FUND-RAISING**

Students are not permitted to sell any items at school which have not been approved by the principal.

## **GIFTED AND TALENTED (SEE ADDENDUM 1)**

The Elementary GT program is designed to involve students in enriching, multifaceted curriculum during the school day. The instructional focus is on the development of independent research skills, creative problem solving, and logical, critical, and divergent thinking strategies. The students are cluster grouped within GT certified classrooms in grades 1-3. Students are given opportunities to work with GT certified teachers and peers through the following activities, strategies, and opportunities.

### Activities, Strategies, and Opportunities

- Independent Studies
- Advanced Curriculum
- Advanced Reading
- Research Projects
- Leadership Projects
- Extended Curriculum
- Science and Art Centers
- Special Reports
- Group Projects
- Credit by Exam
- Region VII Service Center Opportunities

Center ISD offers a K-12 program for gifted learner which focuses on general intellectual ability. The program addresses each of the four core subject areas (math, language arts, science and social studies). Activities and teaching strategies are designed to develop creative thinking, problem solving and decision making skills in participating students.

If you have any question please contact the school counselor.

## **GRADING POLICY**

A student must maintain a grade average for a course equivalent to at least a 70 on a scale of 100 to receive credit for the course. At least once every six weeks, the District shall give written notice to parents of students' grades in each class or subject ("parent" includes legal guardian). At the end of the first three weeks of a grading period, the District shall provide a notice of progress to the parent/guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline. The notice shall provide the signature of the parent and should be returned to the District.

If, in any class or subject, a student receives a grade equal to less than 70 on a scale of 100, the grade notice shall state the need for a conference between the appropriate teacher and the parent.

## **GRADES ON LINE**

To access your student's report card and 3-week progress report on –line, go to the Center ISD website [www.centerisd.org](http://www.centerisd.org). You will need your their student ID and Social Security number.

## **GUIDANCE AND COUNSELING SERVICES**

Guidance and counseling service shall be designed primarily to provide ongoing assistance to enhance the educational development of all students.

The services may assist individuals or groups of students in:

1. Improving academic achievement.
2. Improving school attendance.
3. Improving school attitudes.
4. Developing self-confidence.
5. Developing healthy interpersonal relationships.
6. Developing life satisfaction.
7. Obtaining information to assist in choosing a potential career.

## **HARASSMENT**

Students shall not engage in harassment motivated by race, color, religion, national origin, or disability and directed toward another student. A substantiated charge of harassment against a student shall result in disciplinary action.

## **HOMEWORK**

Homework is an integral part of the learning process to support, enrich, and reinforce topics covered in class. Homework shall be purposeful and shall satisfy at least one of the following objectives:

1. To provide a drill that helps the student practice the basic skills of a subject.
2. To give students practice and extension of concepts learned in class.
3. To extend learning beyond the material that can be covered in class.
4. To develop effective study methods.
5. To develop responsible work habits.
6. To assist in communicating to parents what their child is learning and how the child is doing in assigned work at school.
7. To help the student prepare for classroom work.

The student's responsibility shall be to complete assignments on time. Parents are responsible for ensuring that their child does the homework assigned each day. Regular monitoring of homework provides a good overview of how and what the student is doing in various subjects. Homework provides a regular channel of communication between the parent and the teacher.

## **ILLNESS AND/OR ACCIDENT**

If a child becomes ill at school or is injured, he/she is to report to the nearest teacher. The nurse will be contacted and only first-aid of an emergency nature will be given. The parent/guardian will then be called.

Parents shall complete an emergency care form each year that includes a place for parental consent for school officials to request medical treatment for the student, as provided by law. Parents shall also be asked to supply other information that could be required in case of an emergency; parents should update this information as often as necessary.

## **IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, tetanus, polio, measles (rubella), mumps, rubella, and hemophilus influenza. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student parent/guardian that states that immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. This statement must be renewed yearly.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U. S. licensed physician that states that, in the doctor's opinion, the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long contraindication.

## **LOST AND FOUND**

Each year we end school with a large number of items belonging to students. Quite often this material is believed to be stolen, most often the student leaves it on the campus or in the classrooms. If parents will put the name of their child in his/her clothing and other material, we will call or notify you that the article is in the office.

Do not leave your purse or other valuables unattended. If you believe an item has been lost or stolen, report it immediately to your teacher. If you delay reporting, the chances of recovery are very poor.

## **LUNCH SCHEDULE AND RULES**

Students at Center Schools will have thirty minutes for lunch. In order to care for the number of children during this time interval it is necessary that they adhere precisely to their lunch schedule. The students are expected to clear their area and observe rules or good conduct.

Free and reduced price lunches are available to eligible students. All students will receive an application. Please complete this form and return it to the school. You will be notified if you are eligible. There will also be a Breakfast program available.

## **MEDICINE AT SCHOOL**

A student who must take prescription (or nonprescription) medicine during the school day must bring a written request from his/her parent, and the medicine, in its original properly labeled container to the

nurse's office. The nurse or designee will either give the medicine at the proper times or give the student permission to take the medication as directed. Medications not meeting these criteria will not be administered. Center ISD will make available for use and public access FDA-approved Automatic External Defibrillator Devices (AED) on each campus.

### **POSSIBLE METHODS OF DEALING WITH UNACCEPTABLE BEHAVIOR**

- a. Counseling by teachers, special services, or administrative personnel
- b. Parent/guardian conferences
- c. Assign school duties
- d. Withdrawal of privileges
- e. Corporal punishment\*
- f. Detention
- g. Suspension
- h. Judicial proceedings
- i. Special Assignment Class (SAC)
- j. Time-out or isolation

\*Any parent requesting that their child not receive corporal punishment, must do so in writing and deliver to the principal

### **PARENT/TEACHER ORGANIZATION**

#### **Center ISD V.I.P.S. (Volunteers In Public Schools)**

Center ISD values parent and community involvement in the educational process and realize volunteers are very important for the success of our students. Please become a V.I.P.S. member in order to help the students and teachers in our district.

### **PEST CONTROL INFORMATION**

The District periodically applies pesticides inside buildings. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the maintenance department.

### **PLEDGES OF ALLEGIANCE AND MINUTE OF SILENCE**

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the campus principal to excuse their child from reciting the pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

### **RELEASING STUDENTS EARLY**

The principal has the exclusive responsibility of excusing a student during a regular school day. The principal shall not release a student to anyone without the consent of the parent. In the case of a broken home where one parent has custody of the student, the student shall not be released to the other parent

without consent of the parent who has legal custody. Your cooperation in keeping the school secretary informed of such a situation will be greatly appreciated.

Because of the loss of education instruction, releasing students from school early will be discouraged. Every effort should be made by the parent/guardian to set dental and doctor appointments after school hours.

### **REMEDICATION/ACCELERATION**

**TUTORIALS:** Center ISD does offer an Extended Day program for eligible students in grades K through 8. This program will focus on accelerating instruction for eligible students during the regular school year with the goal of improving performance in the regular classroom and preventing failure.

The program will focus on accelerating math and reading instruction for eligible students during the regular school year with the goal being to improve performance in the regular classroom and reduce the possibility of failure.

**READING/MATH LAB/LITERACY GROUPS:** Center schools have both a math and reading lab as well as literacy groups to help students who need extra instruction in areas to improve student performance.

### **REPORT CARDS**

Each report card shall reflect, as accurately as possible, the student's progress and achievement during the six-weeks' period. Teachers are expected to help keep parents informed regarding student progress between the regular six-week reporting period.

Report cards will be issued on Thursday following the end of each six weeks period. Parents are requested to inspect carefully every item evaluated, then sign and return the card promptly.

### **HONOR ROLL**

A and AB honor roll for F.L. Moffett and Center Elementary School is based on five academic classes (Math, Language Arts, Reading, Science and Social Studies) and student conduct.

### **RETENTION AND PROMOTION**

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level or grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics.

### **RECORDING AUDIO/VIDEO**

The District has installed video recording equipment in common areas on District campuses and on all school buses to monitor student behavior for safety purposes. Audio and video recording will occur at random during the upcoming school year. Students will not be notified when a recording device has been installed or turned on.

The principal will review recordings on a routine basis and will document any evidence of student misconduct. A student found in violation of the District's Student Code of Conduct will be subject to appropriate disciplinary action.

## **SAFETY/ACCIDENT INSURANCE**

Student safety on campus or at school-related events is a high priority of the District. With safety in mind, the District has implemented safety procedures. However, the District can address only part of the challenge; the essential remaining part is the cooperation of students, including:

- +Avoiding conduct that is likely to put the student or other students at risk
- +Following the Student Code of Conduct and any additional rules for behavior and safety set by the principal or teachers
- +Remaining alert to and promptly reporting safety hazards, such as intruders on campus
- +Knowing emergency evacuation routes and signals
- +Following immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students

Parents can assist by keeping emergency care information up to date (name of doctor, emergency phone numbers, allergies to medications, etc.) and by teaching their children safety rules. Please contact the school nurse to update any information. Having current information will be of critical importance should an accident or injury occur that requires medical attention.

The District is not responsible for medical costs associated with a student's injury. The District does make available, however, an optional, low-cost student accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims.

## **SCHOOL PICTURES**

Individual photographs will be made each year by a professional photographer. This is done as a service and there is no obligation to participate. In the event of poor or missing pictures, "retakes" can be arranged. Parents will be notified in advance of these activities.

## **SCHOOL VISITS**

Parents are encouraged to visit the school. Please call to arrange a visit or conference with your child's teachers. The school secretary will be pleased to arrange an appointment time for you. Please come to the office when you arrive and we will direct you to your appointment.

## **SEXUAL HARASSMENT (SEE ADDENDUM 2)**

## **SPECIAL PROGRAMS**

The District provided special programs for gifted and talented students, ESL/bilingual students, and those with disabilities. A student or parent with questions about these programs should contact the counselor's office; the coordinator of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations.

### **Options and Requirements**

### **For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education**

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students

having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavioral support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Mickey Wulf at 598-1600.

### **SPEECH THERAPY**

Speech therapy is provided free of charge to students who qualify per Texas Education Agency's suggested guidelines. These services are provided by licensed speech and language pathologists. If you are concerned about your child's speech and/or language development, consult with his/her classroom teacher regarding referral for a speech evaluation.

### **STUDENT RECORDS**

Personally identifiable information in education records shall not be released without the written consent of the student's parents.

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District and/or until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

To review your child's student records when needed. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,

- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

## **SUSPENSIONS**

Suspensions shall be administered according to the policies adopted by the Center I.S.D. School Board.

## **TARDY**

Parents are encouraged to have their student on time to school each day. Classroom instruction starts immediately after the tardy bell rings. Tardy bell rings at different times at each campus. (see School day )

**TAKS TEST** (See Addendum 4- Student Success Initiative)

## **TESTING**

In addition to routine testing and other measures of achievement, students at certain grade levels will take the state mandated TAKS assessment tests:

- Reading and Math: each year in grade 3
- Reading and Math: each year in grades 4-5
- Writing: Grade 4
- Science: Grade 5

Test results will be reported to students and parents.

Certain students, such as students with disabilities and students with limited English proficiency may be eligible for exemptions, accommodations, deferment. For more information, see the principal, counselor, or special education director.

## **TEXTBOOKS**

Each student is issued books that are loaned free by the state. The books should be kept covered, have the student's name and homeroom number in the front, and be cared for properly. Students will be charged for damaged or lost textbooks.

## **TRANSFER STUDENTS**

The Center I. S. D. attendance policy will apply to all students who transfer from a school in Texas. All transfers must submit required forms by May 1st. Status is granted for the following year. The number of absences the student has accrued at the time of entry will be applied to local policy. (Board Policy FDA)

Students entering the District from non-accredited public, private or parochial schools may be initially placed at the discretion of the principal pending observation by the classroom teacher, guidance personnel, and a principal. (Board Policy FD) Criteria for initial or final placement may include:

1. Scores on achievement tests, which may be administered by District personnel

2. Recommendation of the sending school
3. Prior academic record
4. Chronological age and social and emotional development of the student
5. Other criteria as deemed appropriate by the principal

## **TRANSPORTATION**

### ***School Bus Discipline Procedures***

All School Board policies that apply to the Student Code of Conduct and other student-related activities apply to students when they are riding school buses. Minor offenses on the bus will be handled by the driver who may use any of the following consequences:

Verbal Warning  
Change Seat or Assigned Seat  
Conference with Student  
Contact Parents

The principal or the transportation director may issue a 3-day suspension of bus privileges for persistent minor offenses.

If a student fails to respond to these consequences or if the misconduct is serious and jeopardizes the safety of the driver or other students, more severe consequences will be imposed. Serious misconduct includes:

Fighting  
Threatening other students or adults on the bus  
Verbal abuse directed to the driver/monitor or other students  
Possession of prohibited weapons  
Possession of or under the influence of narcotics or alcohol  
Leaving or entering the bus without the driver's permission  
Possession of or use of tobacco products  
Persistent inappropriate misbehavior  
Any misbehavior that jeopardizes the safety of the driver or other students

First offense of any serious misconduct may result in a 20-day suspension of bus privileges.

Second offense of any serious misconduct may result in suspension of bus privileges for the remainder of the year.

The campus administrators and the transportation director has the authority to take into account the age of the student and the circumstances of the incident in determining consequences.

## **TRUANCY AND COMPULSORY ATTENDANCE**

It is the parent's/guardian's responsibility to monitor their child's school attendance and require the student to attend school.

A child who:

- 1) is at least six years of age,

2) is enrolled in pre-kindergarten or kindergarten,  
4) is younger than six years of age and has previously been enrolled in first grade and has not yet reached the child's 18<sup>th</sup> birthday  
shall attend school each school day the entire period of the program of instruction (§25.085 Texas Education Code).

If a student fails to attend school **unexcused** on 10 or more days or parts of days within a six-month period in the same school year the district is required to file a complaint against the student and/or parent in a county, municipal or justice court for an offense of failure to attend school (§25.093 TEC) or parent contributing to nonattendance (§25.094 TEC). If a student fails to attend school **unexcused** on three or more days or parts of days within a four-week period the district may file a complaint. (§25.0951 TEC).

**If your child is absent or is checked out of school during the day, whether you have a Doctor's note or not, you have three days from the day returning from the absence to bring a note to the attendance clerk in order to have the absences considered as an excused absence. Notes will not be accepted after three days following the absence.**

### **UIL (UNIVERSITY INTERSCHOLASTIC LEAGUE)**

UIL is academic competition with students from other districts. More detailed information will be made available to parents at the proper time.

### **UNSAFE SCHOOLS**

Each district receiving assistance under Title IV, Part A of the Elementary and Secondary Education Act (20 U.S.C. 6301 et seq.) must allow a student to attend a safe public elementary or secondary school within the District, including a public charter school, if the student:

1. Attends a persistently dangerous public elementary or secondary school, as defined by the state's education agency; or
2. Becomes a victim of a violent criminal offense while in or on the grounds of the school the student attends.

*No Child Left Behind Act of 2001, 20 U.S.C. 7912*

### **SNACK SHACK USAGE(Elementary School)**

The snack shack will be open daily during the students designated times. The students need to bring money to school if they wish to purchase items from the snack shack.

### **SNACK CART USAGE(Intermediate School)**

The snack cart will be open daily during the students designated times. The students need to bring money to school if they wish to purchase snack items.

### **VIDEOTAPING OF STUDENTS**

For safety purposes, video/audio equipment will be used to monitor student behavior on buses (and in common areas on campus). Students will not be told when the equipment is being used. The principal will review the tapes routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

## **VISITORS**

Parents and other visitors are welcome to visit the school. **All visitors must first report to the principal's office.** Visits to individual classrooms during instructional time are permitted with approval of the principal. Such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

## **GLOSSARY OF TERMS**

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level.

**ACT** refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

**ARD** is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student's parents are part of the committee.

**Attendance Review Committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 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 lost because of absences.

**DAEP** stands for a disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct. The DAEP will be separated from students not assigned to the program. It will focus on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

**FERPA** refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as directory information, unless the student's parent or a student 18 or older directs the school not to release directory information.

**IEP** is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services, and program modifications or support for school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; modifications to state or districtwide tests, etc.

**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 Disciplinary Alternative Education Program (DAEP), ISS removes the student from the regular classroom.

**NCLBA** is the federal No Child Left Behind Act of 2001 that, along with other requirements for schools, provides information for parents and opportunities for "opting" their students out of certain activities or surveys..

**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 by an ARD committee to be eligible for special education services, appropriate regular educational services will be provided.

**State assessment tests** are required of students at certain grade levels and in specified subjects. Successful performance is a condition of promotion and the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests.

**Alternate assessment tests**, developed by the state, may be given to students in special education and students identified as limited English proficient.

**Student Code of Conduct**, developed with the advice of the District-level committee and adopted by the Board, identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a Disciplinary Alternative Education Program. It outlines conditions for out-of-school suspension and for expulsion, and states whether self-defense is a consideration in suspension, DAEP placement, or expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TAKS** is short for the Texas Assessment of Knowledge and Skills, the state's current standardized achievement test given to students in certain grade levels and subjects in grades 3–11.

**UIL** refers to the University Interscholastic League, the statewide voluntary non-profit organization that oversees educational extracurricular academic, athletic, and music contests.

# ADDENDUM 1

## CENTER ISD GIFTED AND TALENTED PROGRAM

### IDENTIFICATION PROCESS

#### Steps in the Identification Process

Nominations may be made by one of the following: (All nominations for the current year must be submitted by the end of the nomination window that is in the fall.)

Nominations from the student, parent or other relatives, community members or classroom teacher or other professional staff member

Survey of Scores on TAKS and/or norm referenced test

#### Screening

Screening will be conducted after nomination window ends.

A matrix will be completed for each student screened. The matrix will consist of scores from each of the identification assessments required.

Students transferring from an existing gifted program in another school district may be screened during the first six weeks after enrollment according to the transfer policy.

#### Selection

Students are admitted to the G/T program on recommendation of the G/T Review Committee.

Student matrix scores will be considered by the G/T Review Committee for possible placement or non-placement of students.

A student recommended for placement in the G/T program must have written consent of his/her parent or guardian on file before being admitted to the program.

Recommendations of the G/T Review Committee may be appealed according to the district appeals policy.

#### Responsibilities of the G/T Review Committee

The G/T Review Committee shall consist of:

Administrator  
Counselor  
Gifted Program Teacher  
Two regular classroom teachers

Each referred student's matrix will be reviewed in a formal meeting of the committee to consider placement.

Each matrix must be signed by a majority of the review committee members after determining that all criteria for appropriate placement have been reviewed and complied with.

Students are admitted to the G/T program on recommendation of the G/T Review Committee.

## ADDENDUM 2

### STUDENT WELFARE FFH FREEDOM FROM HARASSMENT (LOCAL) FFH(LOCAL)-A

The District prohibits sexual harassment and harassment based on a person's race, color, gender, national origin, disability, or religion. Employees shall not tolerate harassment of students and shall make reports as required at REPORTING PROCEDURES, below.

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities. Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, gender, national origin, disability, or religion that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

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

Any student who believes that he or she has experienced prohibited harassment should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Any District employee who receives notice that a student has or may have experienced prohibited harassment is required to immediately report the alleged acts to an appropriate person designated below.

Any other person who knows or believes that a student has experienced prohibited harassment should immediately report the alleged acts to the appropriate person designated below.

Reports of known or suspected child abuse or neglect shall be made as required by law. [See FFG]

Reports of harassment shall be made as soon as possible after the alleged acts. A failure to promptly report alleged harassment may impair the District's ability to investigate and address the harassment. Oral or written reports of prohibited harassment shall normally be made to the campus principal. A person shall not be required to

report harassment to the alleged harasser; nothing in this policy prevents a person from reporting harassment directly to one of the

District officials below:

1. For sexual harassment, the Title IX coordinator. [See

2. For all other prohibited harassment, the Superintendent.

A report against the Title IX coordinator may be made directly to the Superintendent; a report against the Superintendent may be made directly to the Board.

Upon receipt of a report of harassment, a principal shall immediately notify the appropriate District official listed above.

The principal or District official shall promptly notify the parents of any student alleged to have experienced prohibited harassment by a District employee or another adult associated with the District. In cases of student-to-student harassment, the District shall promptly notify the parents of any student alleged to have experienced harassment when the allegations presented, if proven, would constitute sexual harassment or other prohibited harassment as defined by District policy.

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 and comply with applicable law. The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notification of a report, the District official shall determine whether the allegations, if proven, would constitute sexual harassment or other prohibited harassment as defined by District policy. If so, the District official shall immediately authorize or undertake an investigation.

If appropriate, the District shall promptly take interim action to prevent harassment during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

The District's obligation to conduct an investigation is not satisfied by the fact that a criminal or regulatory investigation regarding the same or similar allegations is pending.

Absent extenuating circumstances, the investigation should be completed within ten business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

If the results of an investigation indicate that prohibited harassment occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the harassment.

The District may take disciplinary action based on the results of an investigation, even if the District concludes that the conduct did not rise to the level of harassment prohibited by law or District policy.

A student, including a complainant, may appeal through FNG(LOCAL), beginning at the appropriate level. A complainant shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Retaliation against a student alleged to have experienced harassment, a witness, or another person who makes a report or participates in an investigation is strictly prohibited. A person who makes a good faith report of prohibited harassment shall not suffer retaliation for making the report. A person who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding prohibited harassment is subject to appropriate discipline.

Retention of records shall be in accordance with FB(LOCAL).

Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.

# ADDENDUM 3

## BACTERIAL MENINGITIS

### WHAT IS MENINGITIS?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

### WHAT ARE THE SYMPTOMS?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

### HOW SERIOUS IS BACTERIAL MENINGITIS?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

### HOW IS BACTERIAL MENINGITIS SPREAD?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

### HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

### WHAT YOU SHOULD DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

Seek prompt medical attention.

### FOR MORE INFORMATION

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine.

Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov) and the Texas Department of Health: [www.tdh.state.tx.us](http://www.tdh.state.tx.us).

# **ADDENDUM 4**

## **STUDENT SUCCESS INITIATIVE**

### **A PARENT GUIDE TO TESTING REQUIREMENTS**

#### **What the State Law Requires:**

Students enrolled in the third grade starting in the 2002-2003 school year must meet the new testing requirements of Texas state law.

Students must pass the reading section of Texas Assessment of Knowledge and Skills (TAKS) during their third grade school year in 2003-2004 in order to be promoted to the fourth grade. These promotion requirements begin with students enrolled in second grade during the 2001-2002 school year who will enter third grade in 2002-2003. These same requirements continue with all third grade students thereafter.

Additional testing requirements must be satisfied in the fifth and eighth grades.

#### **New Promotion Requirements** **Texas Assessment of Knowledge and Skills (TAKS)**

Beginning for third graders during the 2002-2003 school year

##### **Reading**

(English or Spanish version)

**Third graders are no longer a SSI grade level**

Beginning for fifth graders during the 2004-2005 school year

##### **Reading and Mathematics**

(English or Spanish version)

Beginning for eighth graders during the 2007-2008 school year

##### **Reading and Mathematics**

(English version)

## **Frequently Asked Questions:**

### **What will happen if a student doesn't pass the 2003-2004 TAKS reading assessment?**

Extra instruction to strengthen the skills needed to be a successful reader will be provided through your child's school.

A student will have two more opportunities to take and pass the reading test before the next school year begins.

A committee may be formed to ensure the best placement of your child.

### **Do these same promotion requirements apply to student who are Limited English Proficient (LEP) or in Special Education?**

This law applies to these students as well if they are not exempt from testing.

### **Who can families contact if they have questions?**

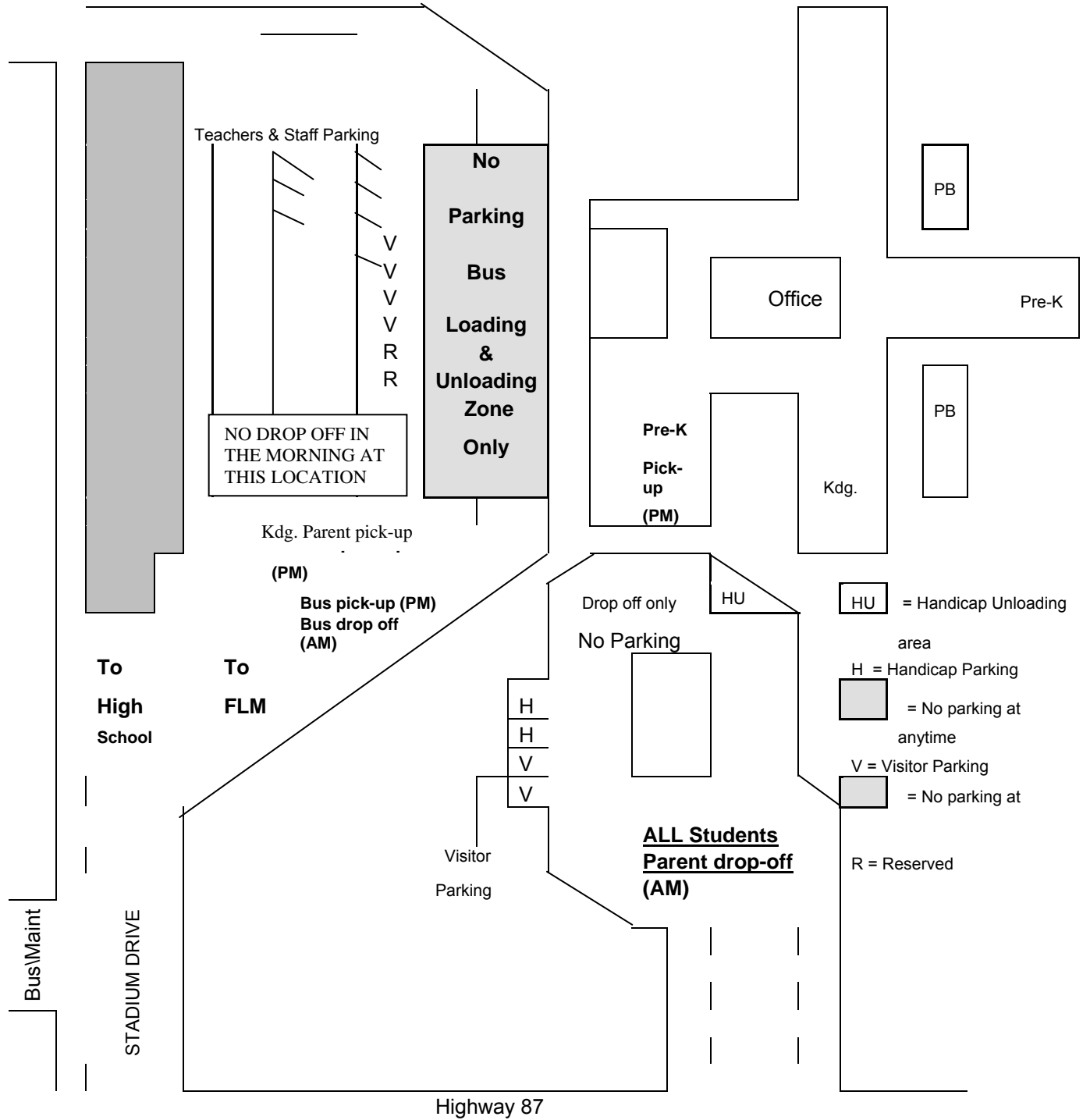
Families should contact your child's teacher, principal, school district office, or the regional education service center in their area.

Families may also contact the Texas Education Agency through any of the phone numbers or the web site listed below. Your child's success is a priority for all of us.

**TEXAS EDUCATION AGENCY**  
1701 N. Congress Avenue  
Austin, TX 78701-1494  
Curriculum, Assessment and Technology  
[www.tea.state.tx.us](http://www.tea.state.tx.us)  
For more information, call  
(512) 463-9581 Curriculum  
(512) 463-9536 Student Assessment  
(800) 819-5713 Reading Hotline

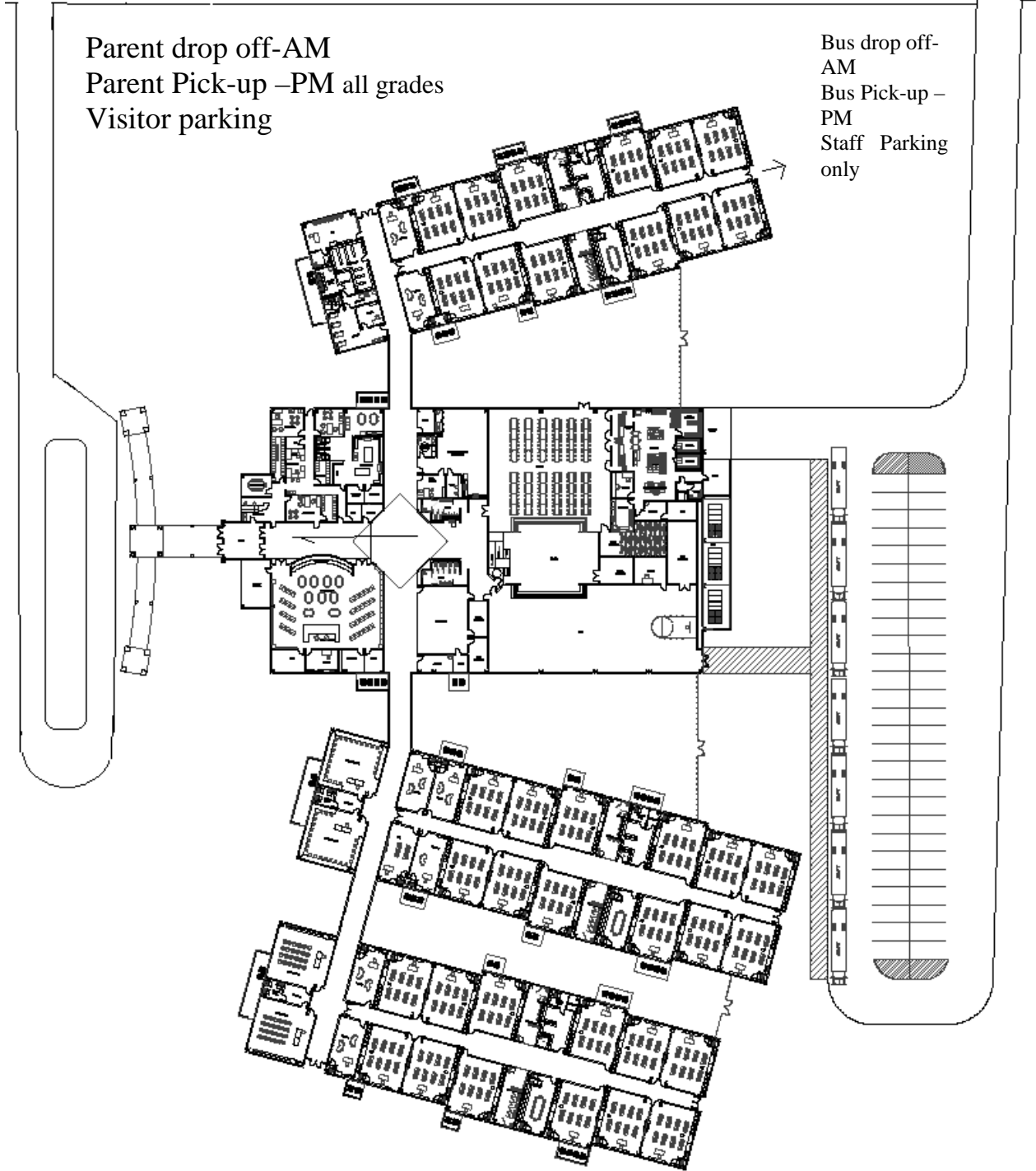
## **ADDENDUM 5**

F.L Moffett Primary School



# Center Elementary School

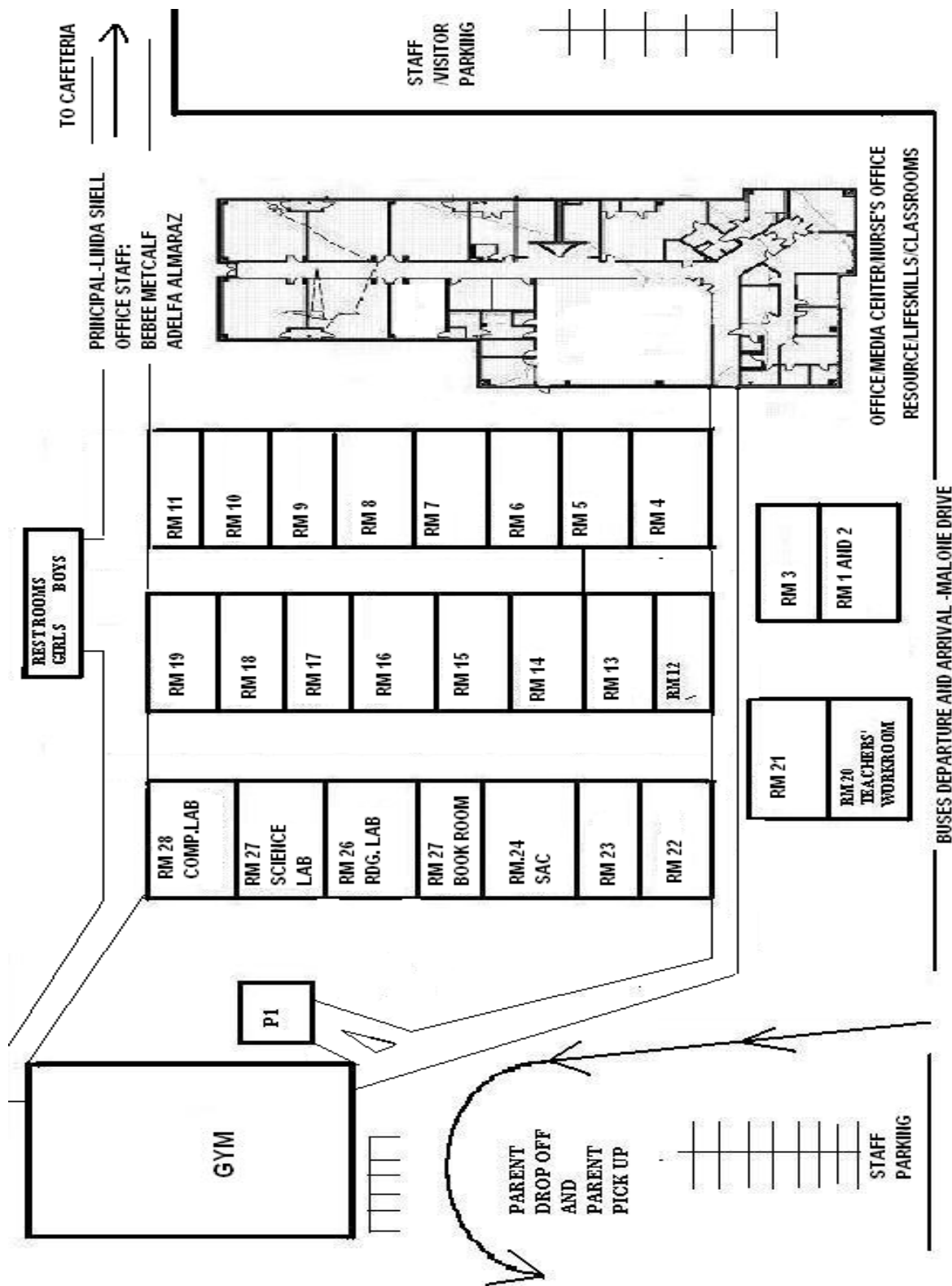
Roughrider drive



Parent drop off-AM  
Parent Pick-up –PM all grades  
Visitor parking

Bus drop off-AM  
Bus Pick-up –PM  
Staff Parking only

# Center Intermediate School



## **ADDENDUM 6**

### **Center Elementary School and F.L. Moffett Primary School Parental Involvement Policy**

Center Elementary School seeks to chart a course that will advance the partnership between home and school for the improvement of education of children. In this partnership, we will assure that parents have input into the planning, design, and implementation of the program. Communication with families will be organized, systematic, ongoing, informative, and timely in relation to decisions about the instructional program.

To ensure a family-school partnership that supports the instructional program we will:

1. Inform parents of the instructional program through a comprehensive range of activities, such as, annual meetings, monthly newsletters, letters home, parent meetings, family nights, parent teacher conferences, etc.;
2. Consult with parents on how to work together to meet the program's objectives;
3. Provide parents with timely and meaningful reports on their child's academic progress through parent-teacher conferences, progress reports, report cards, and reasonable access to staff.

To promote two-way communication between families and schools we will:

1. Train principals, teachers, and encourage parents, on building bridges to form home/school partnerships;
2. Offer training to parents to work more effectively with their children;
3. Train school staff to work effectively with parents;
4. Make parents aware of parental involvement policy and requirements in a language the parents understand.
5. Provide conference time for parents to meet with teachers. (scheduled parent conferences time in the fall.)
6. Provide opportunities and training for parent volunteers.

## **Center Intermediate School Parental Involvement Policy**

Center Intermediate School seeks to chart a course that will advance the partnership between home and school for the improvement of education of children. In this partnership, we will assure that parents have input into the planning, design, and implementation of the program. Communication with families will be organized, systematic, ongoing, informative, and timely in relation to decisions about the instructional program.

To ensure a family-school partnership that supports the instructional program we will:

1. Inform parents of the instructional program through a comprehensive range of activities, such as, annual meetings, monthly newsletters, letters home, parent meetings, family nights, parent teacher conferences, etc.;
2. Consult with parents on how to work together to meet the program's objectives;
3. Provide parents with timely and meaningful reports on their child's academic progress through parent-teacher conferences, progress reports, report cards, and reasonable access to staff.

To promote two-way communication between families and schools we will:

1. Provide training for parents, principals, and teachers on building bridges to form home/school partnerships;
2. Encourage parents to work more effectively with their children;
3. Train school staff to work effectively with parents;
4. Make parents aware of parental involvement policy and requirements in a language the parents understand.

## **District Parent/Family Involvement Policy**

Center ISD recognizes that each child's education is a responsibility shared by the school district and the child's family. To support the goal of the school district to effectively educate all students to succeed, the campuses and parents/families must work together as knowledgeable partners.

Although parents/families are diverse in culture, language and needs, they share a common commitment to the educational success of their children. Center ISD and the campuses, in collaboration with parents/families will work towards establishing programs and practices that enhance parent/family involvement and reflect specific needs of students and their families.

To this end, the District supports working towards the development, implementation and regular evaluation of parent involvement programs on each campus and at the district level, which will involve parents/families in the decisions and practices at all grade levels. The parent/family involvement programs to be developed will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school should be regular, two-way, and meaningful.
- Parenting skills are promoted and supported.
- Parents/families play an integral role in assisting with student learning.
- Parents/families are welcomed at the campus and district levels and their support and assistance are sought in the decisions that affect their children and families.
- The district and campuses support parents/families in their roles as the child's first and most important teacher.
- Community resources are used to strengthen school, family and student learning.

Center ISD supports the implementation of professional development opportunities for staff members to enhance understanding of effective parent/family involvement strategies. The District also recognizes the importance of administrative leadership in setting expectations and creating a climate that encourages parental participation.

## **ADDENDUM 7**

### **INFORMATION FOR PARENTS ON THE USE OF CORPORAL PUNISHMENT**

1. Parents have the responsibility to notify the principal if they object to the use of corporal punishment. Objections must be signed by the parent and submitted in writing by a date specified by the District. [See Exhibit B]
2. Corporal punishment will be administered only by the principal or another professional employee. [See FO(LOCAL)]
3. Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger.
4. Corporal punishment will be administered in the presence of a witness. [See FO(LOCAL)]
5. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use.
6. Any use of corporal punishment will be documented on a District form. [See Exhibit C]
7. The principal or a designee will inform the parent or guardian when corporal punishment is used.
8. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee.
9. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student.
10. Before corporal punishment is used, the District may give the student a choice between other disciplinary measures and corporal punishment.

# ADDENDUM 8

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# STUDENT CODE OF CONDUCT

## CENTER ISD

### *PURPOSE*

Education in this community represents a significant commitment of financial and human resources. The benefits a student derives from this investment depend very much on the student's attitude to high standards of behavior.

This Discipline Management Program and Student Code of Conduct represent Center ISD's response to requirements of Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This document is an outgrowth of collaboration among District and campus staff, parents and other community members. This document, adopted by the Board of Trustees, provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct.

Discipline will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators using a range of discipline management techniques. **Disciplinary action will be appropriate to the seriousness of the offense, the student's age and grade level, the frequency of the behavior, the student's attitude, the effect of the misconduct on the school environment and statutory requirements.** Because of these factors, discipline for an offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

### *SCHOOL JURISDICTION FOR DISCIPLINE*

A student whose behavior shows disrespect for others, including interference with their access to a public education and a safe environment, will be subject to disciplinary action.

School rules and the authority of the District to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the District.

The District has the right to search a student's locker whenever there is reasonable cause to believe it contains articles or materials prohibited by the District.

The school has disciplinary authority over a student:

- ◆ during the regular school day including open campus lunch periods and while the student is going to or from school on District transportation;
- ◆ while the student is participating in any activity during the school day on school property;
- ◆ while the student is in attendance at any school-related activity, regardless of time or location;
- ◆ for any school-related misconduct, regardless of time or location;
- ◆ when retaliation against a school employee or volunteer is involved, either on or off school property;
- ◆ when the student commits a felony, as provided by Texas Education Code 37.006;
- ◆ when criminal mischief is committed on or off school property or at a school-related event;
- ◆ for certain mandatory disciplinary AEP and discretionary expulsion offenses within 300 feet of school property
- ◆ for any mandatory expulsion offense committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas
- ◆ When the student is required to register as a sex offender

### ***Campus Discipline Person***

In matters concerning student discipline, the Board's designee will be the Principal or Assistant Principal or Administrative Assistant. The campus discipline person has the responsibility to assess and implement the district Discipline Management Plan and Student Code of Conduct. The campus discipline person must consider the circumstances of each disciplinary situation including the following factors:

- the seriousness of the offense
- the student's age
- the frequency of the misconduct
- the student's attitude
- the potential effect of the misconduct on the school environment
- whether or not self-defense is a factor

### ***District Police Department***

The Center ISD Police Department is organized to help maintain safety on all campuses and all territory in the boundaries of the school district and all property outside the boundaries of the district that is owned, leased, rented or otherwise under the control of the school district. A peace officer commissioned by the district: (1) has the duty to protect the property of the school district, (2) has the powers, privileges and immunities of peace officers, (3) may enforce all state and federal laws including municipal and county ordinances, (4) may, in accordance with Chapter 52, Family Code, take a juvenile into custody, (5) may provide assistance to another law enforcement officer, (6) has the duty to protect the safety and welfare of any person in the jurisdiction of the officer and (7) has the authority to issue citations to students who engage in any misconduct that is against the law or discipline management plan. Ticketed students must appear before the judge of the Municipal Court and are subject to the fines and other penalties that the judge may assess.

## STANDARDS OF CONDUCT AND RESPONSIBILITIES

Center ISD is committed to providing each student with a quality educational program. In order to provide this, the school environment must be free from disruption that interferes with the educational process. School administrators, teachers, parents and students all share in the responsibility of providing a safe school environment.

### STUDENT BEHAVIORS FOR ACHIEVING A POSITIVE LEARNING ENVIRONMENT AT SCHOOL OR SCHOOL-RELATED ACTIVITIES SHALL INCLUDE:

- Attending all classes, consistently and punctually and being prepared for each class with appropriate materials and assignments.
- Meet district and/or campus standards for grooming and dress.
- Demonstrate courtesies and respect for others even when others do not.
- Paying required fees and fines unless they are waived.
- Obeying all classroom and campus rules.
- Behaving in a responsible manner, always exercising self-discipline.
- Refraining from violations of this Discipline Management Program.
- Cooperate with or assist school staff in maintaining safety, order and discipline by cooperating in investigations of disciplinary cases and providing information relating to serious offenses.
- Respect the property of others, including District property and facilities.
- Pursue mastery of the curriculum of study prescribed by the District and State.

### RESPONSIBILITIES OF PARENTS

- Make every effort to provide for the physical needs of the child.
- Teach the child to listen to teachers and other school personnel and obey school rules.
- Be sure the child attends school daily. Report absences to the school promptly and provide written explanations for absences and tardies.
- Encourage and lead the child to develop proper study habits at home.
- Participate in meaningful parent-teacher conferences to discuss the child's school progress and welfare.
- Teach the child respect for the law, for the authority of the school and for the rights and property of others.
- Keep informed about school policies and the academic requirements of school programs.
- Participate in school-related organizations.
- Be sure the child is in compliance with the student dress code at school and school-related functions.
- Discuss report cards and school assignments with the child.
- Bring to the attention of school authorities any learning problem or condition that may relate to the child's education.
- Maintain up-to-date home, work and emergency telephone numbers and other pertinent information at the school.
- Cooperate with school staff.
- Exercise appropriate parental control. Under the Family Code, a student's parent is legally liable for property damage caused by the negligent conduct of the student, the willful malicious conduct of a student, and any compliance with the compulsory attendance law.
- Submit a signed statement that they have received and understand the responsibilities outlined in this plan.

### TEACHER RESPONSIBILITIES

- Guide learning activities so students learn to think and reason, assume responsibility for their actions and respect the rights of others.
- Be fair, firm and consistent in enforcing school rules on school property and at all school-related activities.
- Demonstrate, by word and personal example, respect for law and order and self-discipline.
- Inform parents regarding student achievement and behavior, and consult with parents whenever needed.
- Comply with district and school policies, rules, regulations and directives.
- Use and strive to perfect discipline management techniques developed in the Student Code of Conduct and Discipline Management Program.
- Maintain an orderly classroom atmosphere conducive to learning.

- Plan and conduct a program of instruction which is of optimum benefit to each student.
- Provide recognition of each student's success and achievement.
- Ensure good student discipline by being in regular attendance and on time.
- Meet the standards of teaching performance established by the district.
- Establish rapport and an effective working relationship with parents, students and other staff members.
- Teach students to develop and practice self-discipline.
- Serve as appropriate role models for students, in accordance with the standards of the teaching profession.

## **RESPONSIBILITIES OF ADMINISTRATORS**

- Implement policies, rules and regulations which facilitate an atmosphere conducive to good behavior and learning.
- Provide the necessary trained and dedicated leadership, personnel, equipment and materials to assure a quality education for each student.
- Encourage regular parent communication with the school, including participation in required parent-teacher conferences.
- Provide for the safety of the students and staff.
- Organize school schedules and teaching assignments and require effective classroom management and instruction.
- Be fair, firm and consistent in all decisions affecting students, parents and staff.
- Maintain open lines of communication between school and home.
- Seek positive parent and community involvement in the operation of the school and in the education of the children.
- Respond to discipline problems referred to them by teachers.
- Promote effective staff training and discipline of all students.
- Assume responsibility for discipline and for evaluation of the Student Code of Conduct and Discipline Management Program.
- Provide appropriate assistance to students in learning self-discipline.
- Serve as appropriate role models for students on their campus in accordance with the standards of the profession.

# STUDENT MISCONDUCT and CONSEQUENCES

## **General Misconduct Violations**

General misconduct violations identified under this section are generally considered to be less serious than conduct requiring certain consequences. General misconduct violations will not necessarily result in formal removal of a student, placement in an Alternative Education Placement (AEP) program or expulsion, but may result in routine referral, a written report, parent notification and use of any appropriate discipline management technique listed. The following is a representative list and does not include all forms of misconduct:

### **GENERAL MISCONDUCT VIOLATIONS**

- < Causing excessive noise that disrupts the school environment
- < Cheating/copying/plagiarism
- < Dress code violation
- < Inappropriate physical and/or sexual contact
- < Minor property damage and/or vandalism in an amount less than \$1,500
- < Scuffling or fighting
- < Gambling
- < Possessing radios, tape/CD players, cell phones paging devices<sup>#</sup> during the school day
- < Throwing objects that can cause bodily injury or property damage
- < Leaving school grounds or school-sponsored events without permission
- < Directing profanity, vulgar language or obscene gestures and/or drawings toward other students or District employees
- < Disobeying school rules about conduct on school buses
- < Hazing
- < Failure to comply with directives given by school personnel
- < Committing extortion, coercion or blackmail
- < Committing or assisting in a robbery/theft that does not constitute a felony
- < Violating computer acceptable use policies
- < Possessing or using matches/lighter
- < Possessing, smoking or using tobacco products
- < Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband
- < Stealing from students, staff or school
- < Verbal abuse, teasing, name-calling, racial or ethnic slurs
- < Abusive language
- < Insubordination
- < Forgery
- < Motor vehicle violations
- < Posting/distributing unauthorized material
- < Defacing or damaging school property, including textbooks, furniture and other equipment, with graffiti or by other means
- < Possessing fireworks, smoke bombs or pyrotechnic devices of any kind
- < Discharging a fire extinguisher or pulling a fire alarm
- < Possessing or selling seeds or pieces of marijuana in less than a useable amount
- < Possessing or selling "look-alike" weapons
- < Possessing mace or pepper spray
- < Using articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists
- < Possessing or using a laser pointer for other than an approved use
- < Using the Internet to threaten students, to employees or volunteers or cause disruption the education program
- < Possessing any knife with a blade less than 5½" long, any device not listed as an illegal knife or prohibited weapon or any device or substance which may be used as a weapon
- < Possessing an air gun or BB gun or stun gun
- < Possessing ammunition
- < Engaging in verbal or written exchanges that threaten the safety of another student, a school employee or school property
- < Sending or posting messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal
- < Possessing published or electronic material designed to promote or encourage illegal behavior or threaten school safety
- < Possessing material that is pornographic
- < Violating extracurricular standards of behavior
- < Is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang
- < Engaging in conduct that constitutes dating violence including intentional use of physical, sexual, verbal or emotional abuse to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship
- < Any other misconduct adversely affecting student learning or disrupting school environment

## CONSEQUENCES FOR GENERAL MISCONDUCT VIOLATIONS

- < Verbal correction/reprimand
- < Teacher/student conferences
- < Classroom "Time Out"
- < Withdrawal of classroom privileges
- < Withdrawal of bus privileges
- < Restitution
- < Parent contact
- < Teacher/parent conference
- < Administrator/teacher/student conference
- < Administrator/parent/student conference
- < Corporal punishment\*
- < SAC (Special Assignment Center)
- < Expulsion from extracurricular and curricular activities
- < Confiscation of prohibited items
- < Grade reduction as permitted by policy (See *Policy EIA*)
- < Lunch/After School Detention
- < Penalties identified in individual student organization codes of conduct
- < Police report/citation
- < Assigning demerits
- < Assigned school duties such as trash pick-up, cafeteria clean-up or desk clean-up
- < Suspension
- < AEP Placement
- < Expulsion
- < Alcohol/Drug abuse counseling for alcohol/drug related offenses
- < Report crimes to law enforcement as required by law
- < Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District

\* Corporal punishment shall be limited to spanking or paddling the student and shall be administered only in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.
2. Corporal punishment shall be administered only by the principal, assistant principal or a teacher.
3. The instrument to be used in administering corporal punishment shall be approved by the principal or designee.
4. Corporal punishment shall be administered in the presence of one other District employee and in a designated place out of view of other students.

# Paging devices are prohibited except for persons who are members of volunteer fire or medical organizations. Students who violate this are subject to established disciplinary measures as well as those listed below:

1. Parents shall be notified within two school days after the paging device is confiscated.
2. Parents or paging companies may obtain the release of the device for an administrative fee of \$15.

**Questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administrator. Consequences will not be deferred pending the outcome of a grievance.**

## VIOLATIONS REQUIRING CERTAIN CONSEQUENCES

Violations under this section are considered more serious than General Misconduct Violations. These violations require a written report, parent notification and may result in formal removal by suspension, AEP placement or expulsion. If the violation results in a formal removal, the Principal or Assistant Principal shall schedule a conference within three school days following the report. The conference shall include the parent, student and teacher (if necessary). Lack of attendance of the parent shall not defer the placement of a student. The Board has delegated to the Principal or Assistant Principal the authority to remove a student by AEP placement, suspension or expulsion.

### **Placement of Students with Disabilities:**

The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review and dismissal (ARD) committee.

Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's ARD committee conducts a manifestation determination review under 20 U.S.C.S. Section 1415 (k)(4) and its subsequent amendments. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of:

1. functional behavioral assessments
2. positive behavioral interventions, strategies and supports; and
3. behavioral intervention plans

A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes.

A teacher in an alternative education program under Section 37.008 who has a special education assignment must hold an appropriate certificate or permit for that assignment.

### Use of Confinement, Restraint, Seclusion and Time-out

It is the policy of the state and this district to treat with dignity and respect all students, including students with disabilities who receive special education services. A student with a disability who receives special education services may not be confined in a locked box, locked closet or other specially designed locked space as either a discipline management practice or a behavior management technique.

Restraint refers to the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

Seclusion refers to a behavior technique in which a student is confined in a locked box, locked closet or locked room that is designed solely to seclude a person and contains less than 50 square feet of space.

Time-out refers to a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting that is not locked and from which the exit is not physically blocked by furniture, a closed door held shut from the outside or another inanimate object.

A school district employee or volunteer or an independent contractor of a district may not place a student in seclusion. This section does not apply to the use of seclusion in a court-ordered placement other than a placement in an educational program of a school district or in a placement or facility to which the Children's Health Act of 2000 and any subsequent amendments or regulations to the Act apply.

The commissioner by rule shall adopt procedures for the use of restraint and time-out by a school district employee or volunteer or an independent contractor of a district in the case of a student with a disability receiving special education services. Any procedure adopted must:

- < Be consistent with professionally accepted practices and standards of student discipline and techniques for behavior management and

- < Be consistent with relevant health and safety standards
- < Identify any discipline management practice or behavior management technique that requires a district employee or volunteer or an independent contractor of a district to be trained before using that practice or technique

For purposes of this subsection, “weapon” includes any weapon described in section 1 under Mandatory Expulsion. This section does not prevent a student’s locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if: a) the student possesses a weapon and b) the confinement is necessary to prevent the student from causing bodily harm to the student or another person.

This section and any rules or procedures adopted under this section do not apply to: a) a peace officer while performing law enforcement duties, b) juvenile probation, detention or corrections personnel or c) an educational services provider with whom the student is placed by a judicial authority, unless the services are provided in an educational program by the district.

### **Placement and/or Expulsion for Certain Serious Offenses**

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific consequences.

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement. If the student is under any form of court supervision, including probation, community supervision or parole, the placement will be in either DAEP or JJAEP for at least one semester. If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in the regular classroom if the Board or its designee determines 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.

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 will 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 of a student with a disability who receives special education services must be made by the ARD committee.

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.

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.

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement of Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the Board or its designee makes certain findings and the following circumstances exist in relation to a felony offense under Title 5 of the Penal Code (offenses that involve injury to a person and include murder, kidnapping, assault, sexual assault, unlawful restraint, coercing, soliciting or inducing gang membership if it causes bodily injury to a child, indecency with a child, injury to a child, an elderly person or disabled person, abandoning or endangering a child, deadly conduct, terroristic threat, aiding a person to commit suicide and tampering with a consumer product). The student must:

- < Have received deferred prosecution for conduct defined as a Title 5 felony offense,
- < Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5

felony offense,

- < Have been charged with, arrested for or convicted of engaging in conduct defined as a Title 5 felony offense,
- < Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined a a Title 5 felony offense or
- < Have received probation or deferred adjudication or have been arrested for, charged with or convicted of 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.

The student must first have a hearing before the Board of its designee, who must determine that in addition to the circumstances above that allow for 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 its designee under this section is final and may not be appealed.

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.

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.

### **Mandatory Expulsion (§ 37.007)**

Before a student may be expelled, the Principal or Assistant Principal must provide the student a hearing at which the student is afforded appropriate due process as required by the federal Constitution and which the student's parent or guardian is invited, in writing, to attend. At the hearing, the student is entitled to be represented by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the school district. If the school district makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the district may hold the hearing regardless of whether the student, student's parent or guardian or another adult representing the student attends. If the decision to expel a student is made by the Principal or Assistant Principal, the decision may be appealed to the Board. The decision of the Board may be appealed by trial de novo to a district court of the county in which the school district's administrative office is located.

A student over the age of 10 **must** be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

(1) uses, exhibits or possesses:

- a firearm as defined by Section 46.01(3), Penal Code (any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use). *"Firearm" under federal law includes: 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 any explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm weapon; or 4)*

*any device, such as any explosive, incendiary or poison gas bomb or grenade. In accordance with 20 U.S.C. Section 7151, a school district shall expel a student who brings a firearm to school. The student must be expelled from the student's regular campus for a period of at least one year except that 1) the superintendent may modify the length of the expulsion in the case of an individual student, 2) the district shall provide educational services to an expelled student in a disciplinary alternative education as provided in Section 37.008 if the student is younger than 10 years of age on the date of the expulsion and 3) the district may provide educational services to an expelled student who is 10 years of age or older in a disciplinary alternative education program*

- an illegal knife as defined by Section 46.01(6), Penal Code, or by local policy (knife with a blade over 5 ½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including, but not limited to a dirk, stiletto and poniard; bowie knife, sword or spear)
- a club (any instrument that is specifically designed, made or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, blackjack, nightstick, mace, tomahawk, etc.) or
- a weapon listed as a prohibited weapon (explosive weapon, starter gun, machine gun, short-barrel firearm, firearm silencer, switchblade knife, knuckles, armor-piercing ammunition, chemical dispensing device or zip gun)

(2) engages in conduct that contains the elements of the offense of:

- aggravated assault under Section 22.02, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code
- continuous sexual abuse of a young child or children on campus or at a school-related activity
- arson under Section 28.02, Penal Code
- murder under Section 19.02, Penal Code capital murder under Section 19.03, Penal Code, or criminal attempt under Section 15.01, Penal Code to commit murder or capital murder
- indecency with a child under Section 21.11, Penal Code,
- aggravated kidnapping under Section 20.04, Penal Code
- aggravated robbery under Section 29.03, Penal Code
- manslaughter under Section 19.04, Penal Code or
- criminally negligent homicide under Section 19.05, Penal Code

(3) engages in conduct that contains the elements of selling, giving or delivering to another person, possessing, using or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious offense while under the influence of alcohol [Section 37.006(a)(2)(C) or (D)] if the conduct is punishable as a felony

(4) engages in serious or persistent misbehavior (two or more violations) while assigned to a disciplinary AEP

(5) second offense of possessing, using, selling, delivering any amount of alcohol, and/or being under the influence of alcohol while in attendance on the same campus

(6) second offense of the selling, giving or delivering to another person, possessing, using or being under the influence of marijuana, a controlled substance, or a dangerous drug while in attendance on the same campus

(7) second offense of behavior that contains the elements of an offense relating to abusable glue, aerosol paint or volatile chemicals while in attendance on the same campus

(8) engages in conduct that contains elements of any offense listed in Sections 1 and 2 (with the exception of federal firearms offenses) against any employee or volunteer in retaliation for or as a result of the person's employment or association with a school district without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property

## **Discretionary Expulsion**

A student may be expelled if the student:

(1) engages in conduct involving a public school that contains the elements of the offense of false alarm or report, including a bomb threat, under Section 42.06, Penal Code or terroristic threat under Section 22.07, Penal Code

- (2) while 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:
- A. sells, gives or delivers to another person or possesses, uses or is under the influence of any amount of:
    - marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.
    - a dangerous drug, as defined by Chapter 483, Health and Safety Code
    - an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code
  - B. engages in conduct that contains the elements of an offense relating to an abusable, volatile chemical under Sections 485.031 through 485.034, Health and Safety Code
  - C. engages in conduct that contains the elements of an offense [Section 22.01 (a)(1) Penal Code], against a school district employee or volunteer as defined by (Section 22.053, Penal Code) or
  - D. engages in conduct that contains the elements of the offense of deadly conduct (recklessly places another in imminent danger of serious bodily injury) (Section 22.05 Penal Code).
- (3) while within 300 feet of school property or on the property of or at a school-related activity of another Texas District:
- A. engages in conduct listed in sections 1 and 2 under Mandatory Expulsion
  - B. Possesses a firearm, as defined by 18 U.S.C. Section 921
- (4) engages in conduct that contains the elements of aggravated assault (Section 22.02, Penal Code), sexual assault (Section 22.011, Penal Code), continuous sexual abuse of a young child or children or aggravated sexual assault (Section 22.021, Penal Code), murder (Section 19.02, Penal Code) capital murder (Section 19.03, Penal Code), or criminal attempt (Section 15.01, Penal Code) to commit murder or capital murder or the offense of aggravated robbery (Section 29.03, Penal Code), against another student, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property.
- (5) engages in conduct that contains the elements of intentionally, knowingly or recklessly causes bodily injury [Section 22.01(a)(1), Penal Code] against any employee or volunteer in retaliation for or as a result of the person's employment or association with a school district without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property
- (6) engages in conduct that contains the elements of the offense of criminal mischief (Sections 28.03, Penal Code) if the conduct is punishable as a felony under that section. The student shall be referred to the authorized officer of the juvenile court regardless of whether the student will be expelled
- (7) engages in conduct listed in Section 1 if the student engages in that conduct : a) on school property of another district in the state or b) while attending a school-sponsored or school-related activity of a school in another district in the state.

***State law does not permit students, who are expelled or placed in a disciplinary AEP as a result of committing a violation resulting in placement in an AEP, to participate in any school-sponsored or school-related extracurricular and noncurricular activities. Students who are assigned to an AEP for disciplinary reasons may try out for extracurricular events/organizations which are scheduled to begin after the term of AEP assignment is completed. Students who are expelled may not try out for any organization or event during the term of expulsion.***

### **The Following Violations Require Mandatory AEP Placement:**

A student **must** be placed in a disciplinary Alternative Education Program if the student makes a terroristic threat (Section 22.07, Penal Code) or false alarm or report (Section 42.06, Penal Code) affecting school safety (bomb threat, activating a fire alarm) or for any of the following offenses if the student commits these offenses on school property or within 300

feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- < Engages in conduct punishable as a felony unless conduct requires expulsion
- < Commits an assault under Penal Code 22.01 (a)(1)
- < First offense of selling, giving or delivering, possessing, using or being under the influence of marijuana or other controlled substance, or a dangerous drug in an amount not constituting a felony
  
- < First offense of selling, giving or delivering 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 if the conduct is not punishable as a felony
- < First offense of engaging in conduct that contains the elements of an offense relating to abusable glue, aerosol paint or volatile chemicals
- < Engages in conduct that contains the elements of public lewdness or indecent exposure on or within 300 feet of a campus or at a school-related activity
- < A student between the ages of 6 and 10 engages in an expellable offense as listed in this Code of Conduct. (An elementary student may not be placed in a disciplinary alternative education program with any other student who is not an elementary student)
- < Engages in criminal mischief, if punishable as a felony, whether committed on or off school property or at a school-related event
- < Engages in retaliation against any school employee or volunteer regardless of where or when the offense occurs unless the offense is an expellable offense
- < Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school
- < Engages in conduct punishable as a felony (murder; kidnapping; sexual assault; indecency with a child; injury to a child, elderly person or disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product) that occurs off school property and not at a school-related or school-sponsored event and the student a) receives deferred prosecution, b) a court or jury finds that the student has engaged in delinquent conduct or c) the Superintendent or designee has reasonable belief that the student has engaged in the conduct, d) the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process, e) the Superintendent or Superintendent's designee has a reasonable belief that the student has engaged in any conduct defined as a felony offense other than those listed above.
- < Is a registered sex-offender under court supervision

A student shall be placed in a DAEP based on conduct occurring off campus and while a student is not in attendance at a school-sponsored or school-related activity if:

- < the student has received deferred prosecution for conduct defined as a felony offense in Title 5, Penal Code or
- < the student has been found by a court or jury to have engaged in delinquent conduct under Section 54.03, Family Code or conduct defined as a felony offense or
- < the Principal or Assistant Principal has reasonable belief that the student has engaged in conduct defined as a felony

### **Discretionary AEP Placement**

The Principal or Assistant Principal, after opportunity for a hearing, may elect to place a student in a disciplinary AEP if:

- a. the Principal or Assistant Principal determines that the student's presence in the regular classroom threatens the safety of other students or teachers, will be detrimental to the educational process or that the student's presence in the regular classroom is not in the best interest of the district's students.
- b. the student engages in a violation of any offense in the General Misconduct section of this Student Code of Conduct
- c. is a registered sex offender not under court supervision

Any decision of the Principal or Assistant Principal under this subsection is final and may not be appealed.

The Principal or Assistant Principal may order placement in accordance with this subsection regardless of the date on which the student's conduct occurred, the location at which the conduct occurred, whether the conduct occurred while the student was enrolled in the district or whether the student has successfully completed any court disposition requirements imposed in connection with the event.

### High School AEP Placement/Expulsion Consequences

High school students who are assigned to AEP or who are expelled during the current school year are prohibited from attending the prom that year. Senior students are also prohibited from attending the senior trip if they are assigned to AEP or are expelled during the senior year. This stringent policy has been adopted by the Board as a deterrent to misconduct and to encourage high school students to model exemplary behavior for younger students.

***State law does not permit students, who are expelled or placed in a disciplinary AEP as a result of committing a violation resulting in placement in an AEP, to participate in any school-sponsored or school-related extracurricular and non-curricular activities. Students who are assigned to an AEP for disciplinary reasons may try out for extracurricular events/organizations that are scheduled to begin after the term of AEP assignment is completed. Students who are expelled may not try out for any organization or event during the term of expulsion.***

### ALTERNATIVE EDUCATION PROGRAM (AEP) INFORMATION

Each school district shall provide a disciplinary alternative program that:

- a. Is provided in a setting other than the student's regular classroom
- b. Is located on or off of a regular school campus
- c. Provides for the students who are assigned to the disciplinary AEP to be separated from the students who are not assigned to the program
- d. Focuses on English language arts, mathematics, science, history and self-discipline
- e. Provides for students' educational and behavioral needs
- f. Provides supervision and counseling
- g. Requires each teacher assigned to the AEP meet all certification requirements
- h. Requires that to teach in a disciplinary AEP of any kind, each teacher employed by a school district during the 2003-2004 school year or earlier meet, not later than the beginning of the 2005-2006 school year, all certification requirements

A disciplinary AEP may provide for a student's transfer to a different campus, school-community guidance center or a community-based alternative school.

A school district may not place a student, other than a student suspended or expelled, in an unsupervised setting as a result of conduct for which a student may be placed in a Disciplinary AEP.

An off-campus disciplinary AEP is not subject to a requirement imposed by this title, other than limitation on liability, a reporting requirement or a requirement imposed by this policy or Chapter 39.

A school may provide a disciplinary AEP jointly with one or more other districts.

Each school district shall cooperate with governmental agencies and community organizations that provide services in the district to students placed in a disciplinary AEP.

### **Funding for a Disciplinary AEP**

A student removed to a disciplinary AEP is counted in computing the average daily attendance of students in the district for the student's time in actual attendance in the program.

A school district shall allocate to a disciplinary AEP the same expenditure per student attending the AEP, including federal, state and local funds that would be allocated to the student's school if the student were in attendance.

### **Enrollment in Another District**

If a student placed in a disciplinary AEP enrolls in another school district before the expiration of the period of placement, the board of trustees or the district requiring the placement shall provide to the board of trustees of the district in which the student enrolls, at the same time other records of the student are provided, a copy of the placement order. The district in which the student enrolls may continue the AEP placement under the terms of the order or may allow the student to attend regular classes without completing the period of placement. A district may take any action permitted by this subsection if: 1) the student was placed in a disciplinary AEP by an open-enrollment charter school and the charter school provides to the district a copy of the placement order or 2) the student was placed in a disciplinary AEP by a school district in another state and the out-of-state district provides to the district a copy of the placement order or 3) the student was placed in a disciplinary AEP by a school district in another state and the grounds for the placement by the out-of-state district are grounds for placement in the district in which the student is enrolling.

**If a student was placed in a disciplinary AEP by a school district from another state for a period that exceeds one year and a school district in this state in which the student enrolls continues the placement, the district shall reduce the period of the placement so that the aggregate period does not exceed one year unless, after a review, the district determines that the student is a threat to the safety of other students or district employees or extended placement is in the best interest of the student.**

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs or alcohol as specified in Section 37.006 or 37.007. A disciplinary AEP that provides chemical dependency treatment services must be licensed under Chapter 464, Health and Safety Code.

### **Meeting Course Requirements**

A school district is required to provide the district's disciplinary AEP a course necessary to fulfill a student's high school graduation requirements only as provide by this subsection. A school district shall offer a student removed to a disciplinary AEP an opportunity to complete the coursework before the beginning of the next school year. The school district may provide the student an opportunity to complete coursework through any method available, including a correspondence course, distance learning or summer school. The district may not charge the student for a course provided under this subsection.

### **Program Accountability**

The commissioner shall adopt rules necessary to evaluate annually the performance of each district's disciplinary AEP. The evaluation required by this section shall be based on indicators defined by the commissioner, but must include student performance on required state assessment instruments. Academically, the mission of a disciplinary AEP shall be to enable a student to perform at grade level. The commissioner shall develop the evaluation process electronically. The commissioner shall also develop a system and standards for review of the evaluation or use systems already available to the agency. The system must be designed to identify districts that are at high risk of having inaccurate disciplinary AEP requirements. The commissioner shall notify the board of trustees of a district of any objection the commissioner has to the district's disciplinary AEP data of a violation of a law or rule revealed by the data, including any violation of disciplinary AEP requirements or of any recommendation by the commissioner concerning the data. If the data reflects that a penal law has been violated, the commissioner shall notify the county attorney, district attorney or criminal district attorney, as appropriate and the attorney general. The commissioner is entitled to all district records the commissioner considers necessary or appropriate for the review, analysis or approval of disciplinary AEP.

## **Length of Placement**

Students will be placed in an AEP setting for a minimum of 30 days. Placement of students in grades PreK-6 may be modified by the principal or assistant principal. Students must complete the number of days assigned. Any days missed may cause the placement to carry over into the next semester or school year. Placement in an AEP is not appealable unless the placement extends beyond a grading period.

## **Transportation**

Transportation will **not** be provided for students assigned to a disciplinary AEP unless transportation requirements are part of the IEP of a student with disabilities.

## **Emergency AEP Placement**

The principal, assistant principal or other appropriate administrator may order the immediate placement of a student in the AEP if the principal, assistant principal or other administrator reasonably believes the student's behavior is so unruly, disruptive or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of classmates to learn or with the operation of school or school-related activity. When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the 10<sup>th</sup> day after the emergency placement, the student will be given appropriate due process required to placement in a disciplinary AEP. If the emergency placement involves a student with disabilities who receives special education services, the term of the student's emergency removal is subject to the requirements of federal law.

***Pending the hearing, unless the student is removed under the EMERGENCY PLACEMENT OR EXPULSION provisions, the student may be suspended for up to three days or placed in In-School-Suspension or some other alternative arrangement.***

## ***Placement and Graduation***

Students who are in a disciplinary AEP at the end of the school year and have met all requirements for graduation may be allowed to participate in the graduation ceremony.

## **CONFERENCE/HEARING/REVIEW OF ALTERNATIVE EDUCATION PROGRAM PLACEMENT**

Not later than the third class day after the day on which a student is removed from class by the teacher or by the school principal or other appropriate administrator, the principal or other appropriate administrator shall schedule a conference among the principal or other appropriate administrator, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice 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. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the principal shall order the placement of the student for a period consistent with the Student Code of Conduct. School district policy allows a student to appeal to the Board of Trustees or the Board's designee a decision of the principal or other appropriate administrator, other than an expulsion, the decision of the Board or the Board's designee is final and may not be appealed. If the period of placement is inconsistent with the guidelines included in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement may not

exceed one year unless, after the review, the district determines that 1) the student is a threat to the safety of other students or to district employees or 2) extended placement is in the best interest of the student.

If a student's placement in a disciplinary AEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, a student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before the Board of Trustees of the school district or the Board's designee, as provided by policy of the Board of Trustees of the district. Any decision of the Board or the Board's designee under this subsection is final and may not be appealed.

Before it may place a student in a disciplinary AEP for a period that extends beyond the end of the school year, the Principal or Assistant Principal must determine that: 1) the student's presence in the regular classroom or at the student's regular campus present a danger of physical harm to the student or to another individual or 2) the student has engaged in serious or persistent misbehavior that violates the district's Student Code of Conduct.

The Principal or Assistant Principal shall set a term for a student's placement in a Disciplinary AEP. If the period of the placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement 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 the district employees or 2) extended placement is in the best interest of the student.

### **Placement Review**

A student placed in a disciplinary AEP shall be provided a review of the student's status, including a review of the student's academic status, by the Board's designee at interval not to exceed 120 days. In the case of a high school student, the Board's designee, with the student's parent or guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. At the review, the student or the student's parent or guardian must 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 the teacher who removed the student without the teacher's consent. The teacher may not be coerced to consent.

Before a student may be expelled, the Principal or Assistant Principal must provide the student a hearing at which the student is afforded appropriate due process as required by the federal Constitution and which the student's parent or guardian is invited, in writing, to attend. At the hearing, the student is entitled to be represented by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the school district. If the school district makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the district may hold the hearing regardless of whether the student, student's parent or guardian or another adult representing the student attends. If the decision to expel a student is made by the Principal or Assistant Principal, the decision may be appealed to the Board. The decision of the Board may be appealed by trial de novo to a district court of the county in which the school district's administrative office is located.

The Principal or Assistant Principal shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a disciplinary AEP or expelling the student.

If the period of an expulsion is inconsistent with the guidelines of the Student Code of Conduct, the order must give notice of the inconsistency. The period of an expulsion may not exceed one year unless, after a review, the district determines that: 1) the student is a threat to the safety of other students or to district employees, or 2) extended placement is in the best interest of the student. After a school district notifies the parents or guardians of a student that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion.

### **Withdrawal of Expelled Student**

If a student withdraws from the district before an order for placement in a disciplinary AEP or expulsion is entered under this section, the principal or Board, as appropriate, may complete the proceedings and enter an order. If the student subsequently enrolls in the district during the same or subsequent school year, the district may enforce the order at that time except for any period of placement or expulsion that has been served by the student on enrollment in another district that honored the order. If the principal or Board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

### **Continued Misconduct**

If, during the term of the placement or expulsion ordered under this section, a student engages in additional conduct for which placement in a disciplinary AEP or expulsion is required or permitted, additional proceedings may be conducted under this section regarding that conduct and the principal or Board, as appropriate, may enter an additional order as a result of those proceedings.

A district may readmit an expelled student while the student is completing any court disposition requirements on the recommendation of the committee or on its own initiative. A district may not refuse to admit a student who has successfully complete 1) any court disposition requirements, 2) conditions of deferred prosecution or 3) such conditions required by the prosecutor or probation department, if the student meets requirements for admission to public schools. The district may place the student in a disciplinary AEP. The student may not be returned to the classroom of the teacher under whose supervision the offense occurred without the teacher's consent. The teacher may not be coerced to consent.

## **SUSPENSION**

State law allows a student to be suspended for any reason that also requires placement in a disciplinary AEP. The suspension may be for up to three school days per offense, with no limit on the number of times a student may be suspended in a semester or school year.

A student who is to be suspended will be given an informal conference with the principal, assistant principal or appropriate administrator advising the student of the conduct with which he/she is charged. The student will be given the opportunity to explain his/her version of the incident.

The duration of a student's suspension, which cannot exceed three school days, will be determined by the principal, assistant principal or other appropriate administrator.

Any restrictions on participation in school-sponsored or school-related extracurricular and noncurricular activities will be determined by the principal, assistant principal or other appropriate administrator.

The attendance committee for the campus will decide if the days missed as a result of suspension will be considered as unexcused absences for granting course credit.

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. Cumulative suspensions that exceed 10 days constitute a change in placement and must be addressed by an ARD committee. To the extent any conflict exists, state and/or federal law will prevail. If the cumulative days of suspension for students with disabilities meets or exceeds ten (10) school days, an ARD/REVIEW COMMITTEE must be held.

## **REMOVAL OF A STUDENT BY A TEACHER**

### ***Discretionary Teacher Removal of a Student to Office (Routine Offenses)***

A teacher may send a student to the principal's office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with this Student Code of Conduct and Discipline Management Program.

### ***Mandatory Teacher Removal of a Student From Class (Extremely Serious Disruptive Behavior)***

A teacher **must** remove from class and send to the principal or assistant principal for placement in an alternative education program or for expulsion, as appropriate, a student who engages in conduct described in the sections "MANDATORY STUDENT EXPULSION" and "MANDATORY STUDENT PLACEMENT". The student may not be returned to that teacher's class without the teacher's consent unless the campus Placement Review Committee determines that such a placement is the best or only alternative available. (Students with disabilities are subject to ARD/REVIEW committee action)

### ***Discretionary Teacher Removal of a Student From Class (Serious Offenses)***

A teacher **may** remove from class a student:

- who has been sufficiently documented by the teacher to repeatedly interfere with the teacher's ability to communicate with the students in the class or with the ability of the student's classmates to learn; or
- whose behavior the teacher determines is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate with students in the class or with the ability of the student's classmates to learn.

## **NOTIFICATION REQUIREMENTS**

### ***Required Notification to Principal of Offenses***

A teacher with knowledge that a student has violated the Student Code of Conduct *shall* file with the principal, assistant principal or other appropriate administrator a written report, not to exceed one page documenting the violation.

### ***Required Notification of Student Code of Conduct Violation to Parent or Guardian***

The principal, assistant principal or other appropriate administrator *shall*, not later than 24 hours after the receipt of a report of a Student Code of Conduct violation, send a copy of the report to the student's parents or guardians. Notice of misconduct requiring corporal punishment and/or suspension shall also be given to parents or guardians.

### ***Notification of Chapter 37 to Teachers and Administrators***

The District *shall* provide each teacher and administrator with a copy of Subchapter A. "Alternative Settings for Behavior Management", Texas Education Code Chapter 37 and a copy of the District's local policy relating to that subchapter.

### ***Notification to Teachers***

A school district shall inform each teacher who has regular contact with a student through a classroom assignment of the conduct of a student who has engaged in any offense requiring expulsion listed in the Student Code of Conduct. ***A teacher shall keep the information received confidential.*** The State Board for Educator Certification may revoke or suspend the certification of a teacher who intentionally violates this confidentiality.

### ***Notification of Expulsion or AEP Placement to Parents***

The Board or Board's designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in an Alternative Education Program or expelling the student. After the school district notifies the parent or guardian of the student that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion. A noncustodial parent may request, in writing, that a school district or school, for the remainder of the school year in which the request is received, provide that parent with a copy of any written notification relating to student misconduct that is generally provided by the school district to the student's parent or guardian. The school district may not unreasonably deny this request. The school shall comply with any applicable court order of which the district has knowledge.

### ***Notification to Local Law Enforcement***

The District's principal(s), assistant principals or persons designated by the principal(s), shall notify any school district police department and the police department of the municipality in which the school is located or, if the school is not located in a municipality, the sheriff of the county in which the school is located if the principal has any reasonable grounds to believe that any of the following activities occur at school, on school property or at a school-sponsored or school-related activity on or off school property, whether or not the activity is investigated by school security officers:

1. Conduct that may constitute an offense listed under Section 8(c), Article 42.18, Code of Criminal Procedure;
2. Deadly conduct;
3. A terroristic threat;
4. The use, sale, or possession of a controlled substance, drug paraphernalia, or marijuana;
5. The possession of any weapons or prohibited devices;
6. Conduct that may constitute a criminal offense.

***The District's principals, assistant principals or designees who make a notification under this section shall include the name and address of each student believed to have participated in the activity. A notification is not required if the principal, assistant principal or designee reasonably believes that the activity does not constitute a criminal offense. The principal may designate a school employee who is under the supervision of the principal to make the reports.***

### ***Notice to Commissioner of Education of Expulsions and AEP Placements***

Each school district shall annually report to the Commissioner of Education the following information concerning AEP placements:

- Information identifying the student, including race, sex, and date of birth, that will enable the agency to compare placement data collected through other sources
- Information indicating whether the AEP placement was based on code of conduct violations, conduct requiring removal from class, conduct requiring AEP placement or continuing placement initiated by a previous district
- The number of full or partial days the student is assigned to an AEP and number of full or partial days attended
- Information indicating whether the expulsion was based on conduct requiring expulsion, conduct which permits expulsion, serious or persistent misbehavior while assigned to an AEP
- The number of full or partial days the student was expelled

Information indicating whether the student was placed in a juvenile justice AEP, the student was placed in an

AEP or the student was not placed

- The number of placements that were inconsistent with the guidelines included in the Student Code of Conduct

## **COURT INVOLVEMENT**

### ***Cooperation With Governmental Agencies***

The District shall cooperate with governmental agencies and community organizations that provide services in the District to students placed in an alternative education program. The Board of Trustees of the district or the Board's designee shall regularly meet with the juvenile board for the county in which the district's central administrative office is located. Matters for discussion shall include service by probation officers at the disciplinary AEP, recruitment of volunteers to serve as mentors and coordination with social services.

### ***Court Involvement***

Not later than the second business day after the date of a hearing is held under Section 37.009, the Principal or Assistant Principal shall deliver a copy of the order placing a student in a disciplinary AEP or expelling a student and any information required under Section 52.04 of the Family Code, to the authorized officer of the juvenile court in the county in which the student resides.

Unless the juvenile board for the county in which the district's administrative office is located has entered into a memorandum of understanding with the Board of Trustees concerning the juvenile's probation department's role in supervising and providing other support services for students in a disciplinary AEP, a court may not order a student expelled to attend a regular classroom, a regular campus or a school district's disciplinary AEP as a condition of probation.

Unless the juvenile board for the county in which the district's administrative office is located has entered into a memorandum of understanding with the Board of Trustees the court may not order a student to attend a disciplinary AEP without the district's consent if: 1) the student has attended a disciplinary AEP previously as a condition of probation or 2) has successfully completed any sentencing requirements imposed by the court.

Any placement in a disciplinary AEP by a court must prohibit the student from attending or participating in school-sponsored or school-related activities.

### ***Placement of Student Pending Court Disposition***

If a student is expelled, the District may, on the recommendation of the Placement Review Committee or on the District's own initiative, readmit the student while the student is completing any court disposition requirements. After the student has successfully completed any court disposition requirements and/or conditions of a deferred prosecution ordered by the court, probation department or prosecutor and the student meets the requirements for admission into public schools established by law, the District may not refuse to admit the student, but the District may place the student in an alternative education program. Notwithstanding any provision to the contrary relating to the Placement Review Committee decision-making authority, in this instance the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without the teacher's consent. The teacher may not be coerced to consent.

### ***Court-Related Child Liaison Officer***

The District *shall* appoint at least one educator to act as liaison officer for court-related children who are enrolled in the district. The liaison officer shall provide counseling and services for each court-related child and the child's parent(s) to establish or reestablish normal attendance and progress of the child.

***Destruction of Certain Records From Law Enforcement Officers***

Information received by the District from law enforcement authorities may not be attached to the permanent academic file of the student who is the subject of the report. The District shall destroy the information at the end of the school year in which the report was filed.