

EDGEWOOD

INDEPENDENT SCHOOL DISTRICT

San Antonio

PROFESSIONALISM ♦ ACCOUNTABILITY ♦ COMMUNICATION

STUDENT HANDBOOK & CODE OF CONDUCT

2022-2023



School Board and Superintendent of EISD

SCHOOL BOARD



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SUPERINTENDENT

Dr. Eduardo Hernandez
5358 W. Commerce Street
San Antonio, Texas 78237
(210) 898-2040

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ACADEMIC CALENDAR

Edgewood Independent School District

2022-2023 Academic Calendar

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						


August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



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HOLIDAYS

Sep 5	Labor Day
Oct 10	Columbus Day
Nov 21-25	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 20	President's Day
Mar 13-17	Spring Break
April 7	Good Friday
Apr 28	Battle of Flowers
May 29	Memorial Day
Jun 19	Juneteenth

LEGEND

 Start/End of School
 Staff/Student Holiday
 Staff Development/Student Holiday
 Teacher Workday
 Intersession
 State Assessments

July 27-29 New Teacher Academy
 [] Beginning/End of 6-Weeks

Regular School Hours

Early Childhood Centers	7:30 am - 3:10 pm
Elementary	7:45 am - 3:30 pm
Middle School	8:00 am - 4:00 pm
High School	8:15 am - 4:15 pm

ACE School Hours

Perales STEAM Elementary	7:45 am - 4:15 pm
Gus Garcia University School	8:00 am - 4:45 pm

Instructional Minutes

Early Childhood Centers	77,400
Elementary School/Perales	83,700/91,800
Middle School/GGUS	86,400/94,500
High School	86,400

Instructional Days

Semester 1:	82
Semester 2:	98
Total Instructional Days:	180

Teacher Days

Professional Development	5
Workdays	2
Total Teacher Days	187

Intersession Days

Intersession (22 Days): October 11-14
January 3-6
June 12-30

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5358 W. Commerce Street
San Antonio, Texas 78237
www.eisd.net

Board Approved February 22, 2022

210-898-2000 Voice

Preface Parents and Students:

Welcome to the new school year!

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

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

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

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

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

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

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

Therefore, parents and students should become familiar with the Edgewood ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.eisd.net State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

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

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in district administration office, and an unofficial electronic copy is available at www.eisd.net

Edgewood ISD Student Handbook & Code of Conduct

The policy manual includes:

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

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

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

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

[See **Objecting to the Release of Directory Information** on page 12 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 14 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact: central office at 210-898-2000 or eisd.net.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

The district has previously used "Draw the Line" and "Reduce the Risk" curriculum. For further information, see the district's human sexuality instruction website at www.eisd.net.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 39 and FNG(LOCAL).

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

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

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

U.T. Teen Health Curriculum For further information, see the district's abuse prevention instruction website at www.eisd.net

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 39 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 9; **Dating Violence** on page 44; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 34]

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

Edgewood ISD Student Handbook & Code of Conduct

Campus counselors and social workers support students with their mental health needs and act as our campus mental health liaisons. Counselors and social workers will provide short-term small group or individual counseling to address student needs. For students in need of long-term care, counselors and social workers will refer students to outside agencies for long-term counseling support.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

*900 S. San Eduardo, San Antonio, TX 78237
210-898-2048*

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** on page 67.]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

- Is to be used for school safety,

Edgewood ISD Student Handbook & Code of Conduct

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

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

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

Prohibiting the Use of Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

See policy FO(Local)

Limiting Electronic Communications between Students and District Employees

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

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

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity. The use of district monitored instant messaging with Microsoft Teams would be a preferred method of communication.

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

Objecting to the Release of Directory Information

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

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

- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),

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- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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

The district has identified the following as directory information: student name; photograph; date and place of birth; major field of study; degrees; honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 17.

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

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

- Name,
- Address, and
- Telephone listing.

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

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

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

See **Consent to Human Sexuality Instruction** on page 9 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10 for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 77 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 85 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 12, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- [File a complaint \(https://studentprivacy.ed.gov/file-a-complaint\)](https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

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

School officials may include:

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

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

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- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 12 to prohibit this disclosure.]

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

The campus principal is custodian of all records for currently enrolled students at the assigned school. The Office of Information Systems/Transcripts is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

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

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at your child's campus.

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

Office of Information Systems/Transcripts at 210-898-2003, 900 S. San Eduardo, San Antonio, Texas, 78237.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 79, **Complaints and Concerns** on page 39, and Finality of Grades at policy FNG(LEGAL).]

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

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,

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- On leave, or
- Returning from a deployment of at least four months.

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

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

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

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

[See **Bullying** on page 32, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 43, **Course Credit** on page 43, and **Students in Foster Care** on page 88.]

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);

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- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 43, **Course Credit** on page 43, and **Students who are Homeless** on page 88.]

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Director of Special Education at 210-898-4061.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee Director of Special Education at 210-898-4061.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is our district 504 Specialist at 210-898-2043.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 25.]

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

- [Legal Framework for the Child-Centered Special Education Process \(https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en\)](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en)
- [Partner Resource Network \(http://prntexas.org/\)](http://prntexas.org/)
- [SPEDTEX: Special Education Information Center \(https://www.spedtex.org/\)](https://www.spedtex.org/)
- [Texas First Project \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)

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

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

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

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

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

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page 53 and **Special Programs** on page 85.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 23 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

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

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;

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- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 20.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 84.

Secondary Grade Levels

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

[See **Driver License Attendance Verification** on page 31.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up any work missed.

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

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

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is the Director of Student Support Services at 210-898-2000.

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

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

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance—Exemptions** on page 27 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance will be determined and communicated to staff, student and parents prior to the first day of school.

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

Documentation after an Absence (All Grade Levels)

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

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

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

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

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

Upon immediate return to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 27 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

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

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

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

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

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing

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- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by going on to our website and reporting under the "Edgewood Alert" link.

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

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 21.]

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

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

[See **Safety Transfers/Assignments** on page 21, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44, **Hazing** on page 62, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

Edgewood Independent School District offers Career and Technical Education programs in Architecture and Construction; Arts, Audio Video Technology and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Law and Public Service; Manufacturing; Science, Technology, Engineering and Mathematics; Transportation, Distribution and Logistics.

Admission and enrollment to these programs is based on interest and aptitude, prerequisite requirements, age appropriateness and class space available.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

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

[See **Nondiscrimination Statement** on page 75 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

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

[See **Food Allergies** on page 69.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at the Edgewood ISD Police Dept. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

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- Isolation from family, friends, and community; and
- Older romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

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

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

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

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

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

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

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

Individual grade point averages shall be computed for the purpose of determining eligibility for the honors of valedictorian and salutatorian as well as eligibility for awards and scholarships.

Refer to Board Policy EIC (Local) for specificity in regard to the following:

- Graduation Honors – Valedictorian and Salutatorian
- Transferred Grade Policy
- Weighted Grade System

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 82 for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 57]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning:

- Automatic college admission;
- Curriculum requirements for financial aid;
- Benefits of completing the requirements for automatic admission and financial aid; and
- The Texas First Early High School Completion Program and the Texas First Scholarship Program.

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 37 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 56 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 22 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Alamo Colleges, the University of Texas at San Antonio, and the University of Texas at Austin, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.

Enrollment in these programs is based on interest and aptitude, prerequisite requirements, age appropriateness and class space available.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 55 for more information.

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A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 34 for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting their child's campus.

Automated Emergency Communications

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

[See **Safety** on page 80 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 80 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

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For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.eisd.net. The complaint forms can be accessed www.eisd.net or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

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

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.eisd.net and the coordinator each campus can be contacted by calling your child's school.

Deliveries

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

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.

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- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

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

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

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

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

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

[See **Scholarships and Grants** on page 62 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact their campus counselor. As a

parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support** on page 67, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 34, and **Dating Violence** on page 44.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

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

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

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

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

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

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

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

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

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

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

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

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

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

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at www.eisd.net. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures** on page 47.

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

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

- Physical or sexual assaults;

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- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;

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- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

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

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

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

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 32]

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Distance Learning (All Grade Levels)

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

Please contact the student's designated campus counselor about the distance learning opportunities that the district makes available. ~~to district students are _____.~~

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

[See **Remote Instruction** on page 79.]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 54.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the district, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your child's designated counselor.

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

School Materials

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

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to

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disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

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

From Others

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

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

The superintendent or designed will designate the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

1. The District prohibits pictures, emblems, or writing on clothing:
 - a) that are lewd, offensive, vulgar, obscene, satanic or that imply a double meaning message.
 - b) that advertise or depict tobacco, alcoholic beverages, drugs or any other prohibited substance.
 - c) that are associated with gangs or secret societies.
2. The student's appearance, dress and grooming must be such as not to interfere with the instructional program in general and must meet these minimal standards:

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- a) Any clothes that are suggestive or indecent or which cause distraction are prohibited. Specifically, tanktops, muscle shirts, halter-tops, spaghetti straps, exposed backs or midriffs, and see-through garments without a shell or shirt worn under the garments are prohibited.
 - b) Students must wear proper undergarments at all times and must not wear them as outer garments.
 - c) Blouses or shirts that show the mid-section will not be worn. In addition, if a blouse or shirt exposes the mid-section when arms are raised, a student will be expected to change.
 - d) Shorts and skirts shall not be more than 4 inches above the knee and elementary student's 3rd-5th grade mid-thigh or longer (no spandex type or athletic shorts).
 - e) Sleeveless apparel must provide appropriate coverage (no tank tops, muscle shirts, or basketball t-shirts; undergarments must not show).
 - f) Bandanas will not be worn, carried or used in any manner.
 - g) Hats or head apparel are not permitted on campus or buses unless specifically approved by the campus administrator.
 - h) Appropriate footwear must be worn; footwear which has toes reinforced with steel, hard plastics or similar materials is specifically prohibited, as are beach sandals or other open-toed shoes that do not have straps to secure them.
 - i) Sunglasses may not be worn in the building unless the student has doctor's note. Contact lenses may not alter the natural appearance of the eyes.
 - j) Piercings may be worn. Any type of distracting or dangerous jewelry is not permitted. Tattoos must be covered.
 - k) Any shirt, including oversized sports jerseys that are more than 4 inches longer than the top of the waistband will be tucked in.
 - l) Oversized sagging or baggy pants are prohibited. Pants must be within one waist size and worn at the waist. Pant length must not touch the ground nor be rolled at the hem. Jeans with tears and/or large holes must have a covering underneath so that skin is not visible.
 - m) Trench coats are prohibited.
 - n) Back packs - Students will be allowed to bring backpacks of their choice at all grade levels for school. Note: Any suspicious activity may be subject to an administrative search in accordance to district policy.
 - o) No dangling chains or belts will be allowed.
 - p) Matching or similar clothes, which identify a gang or a group not approved by the school, will not be allowed.
3. Hair will be kept well-groomed for both male and female students.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to In-School Suspension for the remainder of the day or until the problem is corrected or until a parent or designee brings an acceptable change of

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clothing to the school. Repeated dress code offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases in accordance with the Student Code of Conduct. Organizations are allowed to set stricter dress codes.

Uniforms

Elementary

Uniforms are optional for all elementary school students in Edgewood ISD. Schools of Innovation may have campus uniform requirements. Students may wear jeans with a campus spirit color or college emblem or logo.

Guidance if students wear uniforms:

- Girls: White polo-styled shirts or school-colored blouses with short/long sleeves with collar, school colored shirt with logo, or a campus spirit shirt with dark navy blue or khaki walking shorts, skirts, jumpers, slacks, or jeans.
- Boys: White polo-styled shirt short/long sleeves shirts with collar, school color shirt with logo, or a campus spirit shirt with dark navy blue or khaki walking shorts, slacks, or jeans.

Middle School

Uniforms are optional for all middle school students in Edgewood ISD. Schools of Innovation may have campus uniform requirements. Students may wear jeans with a campus spirit color or college emblem or logo.

Guidance if students wear uniforms:

- Girls: White polo-styled shirts or school-colored blouses with short/long sleeves with collar, school colored shirt with logo, or a campus spirit shirt with dark navy blue or khaki walking shorts, skirts, jumpers, slacks, or jeans.
- Boys: White polo-styled shirt short/long sleeves shirts with collar, school color shirt with logo, or a campus spirit shirt with dark navy blue or khaki walking shorts, slacks, or jeans.

Pants may have pockets in the front and back (maximum of four total pockets).

Jogging/sweatpants/shorts, or overall dress/pants are not allowed. Jeans with tears and/or large holes must have a covering underneath so that skin is not visible. All clothing must also conform to specifications outlined in EISD guidelines.

The final decision as to whether the dress and grooming code has been violated rest with the campus administrator.

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

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

Electronic Devices and Technology Resources (All Grade Levels)

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 89 for graphing calculator applications on computing devices.]

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

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

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

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

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 84 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

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

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 56 and **Standardized Testing** on page 85.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 85, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 89.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual \(https://www.uil texas.org/athletics/manuals\)](https://www.uil texas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the

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consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

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

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 90.]

A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.

In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Grade-Level Classification (Grades 9–12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6.0-11.5	Grade 10 (Sophomore)
12.0-17.5	Grade 11 (Junior)
18.0+	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 79 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

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

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

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 85.]

Foundation Graduation Program

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

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;

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- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 60.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4

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Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Locally required courses	—	—
Locally required courses	—	—
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Financial Aid Application Requirement

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

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Your campus designated counselor can offer assistance *in completing and submitting the FAFSA or TASFA*.

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

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

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

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

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

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

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

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

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

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

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

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Activities

Students who have met coursework requirements for graduation, but have not yet demonstrated satisfactory performance on end-of-course assessments will not be declared eligible to graduate unless authorized by an individual graduation committee.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 88 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 55.]

Scholarships and Grants

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

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 37 for more information.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 32 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

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

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://dshs.texas.gov/immunize/school/exemptions.aspx\)](https://dshs.texas.gov/immunize/school/exemptions.aspx) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 69.

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements \(https://www.dshs.state.tx.us/immunize/school/default.shtm\)](https://www.dshs.state.tx.us/immunize/school/default.shtm) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home \(https://www.dshs.state.tx.us/schoolhealth/lice.shtm\)](https://www.dshs.state.tx.us/schoolhealth/lice.shtm).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 69.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized *school personnel and/or school volunteers* who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of *school personnel and/or school volunteers* are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis [*at an off-campus school event or while in transit to or from a school event*] when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow a school nurse to administer an unassigned prescription asthma medication on a school campus to a student with diagnosed asthma if the nurse, in his or her professional judgment, reasonably believes the student is experiencing symptoms of asthma that warrant administration of the medication and the district has obtained prior written consent from the student’s parent or guardian.

The school nurse may only administer unassigned prescription asthma medication to a student on a school campus. Please be aware that a school nurse will not always be available at a campus to administer this medication.

“Unassigned asthma medication” means a fast-acting bronchodilator delivered by metered dose inhaler with single use spacer or by nebulizer as a rescue medication, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of an asthma medication, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 9 and **Consent to Provide a Mental Health Care Service** on page 10 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 41 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 70 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 70 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters **Or** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting the campus principal.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

Examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<https://www.uiltexas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling

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spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website www.eisd.net for information regarding meningitis.

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

[See **Immunization** on page 63.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.eisd.net

[See **Celebrations** on page 34 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 25 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact your child's campus nurse, counselor, and/or social worker.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.eisd.net

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF

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- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact: Director of Teaching and Learning at 210-898-2000.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held one meeting. Additional information regarding the district's SHAC is available from the Health Services department at 210-898-2054.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.eisd.net

[See **Consent to Human Sexuality Instruction** on page 9, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10, and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

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- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Edgewood ISD is a closed campus and no students are allowed to leave during lunch without a parent.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 30.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle School Grade Levels

While a student is in DAEP, the district will provide the student with all course work for the student's foundation curriculum classes.

Grades 9–12

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

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Assistant Superintendent of School Leadership, 900 S. San Eduardo, San Antonio, Texas 78237 or Superintendent of Schools at 5358 W. Commerce, San Antonio, Texas 78237.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: *Chief of Human Resources and Student Support Services or Superintendent of Schools at 5358 W. Commerce, San Antonio, Texas 78237.*
- All other concerns regarding discrimination: Contact, Chief of Human Resources, at (210) 898-2021, mailing address: 5358 West Commerce St. San Antonio, Texas 78237.

[See policies FB, FFH, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

There are special programs that a student may be referred to by the campus Response to Intervention Committee for acceleration and completion of graduation requirements. These include but are not limited to Career Academy, School Age Parent Program (SAPP), and the Disciplinary Alternative Education Program (DAEP).

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

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- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 42.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call your child's school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 79.]
- Becoming a school volunteer. [See **Volunteers** on page 92 and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the Office of Family Engagement and Services.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 70 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held each month at the District Conference Center. The schedule of meetings is on the district website: www.eisd.net An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the District Conference Center and online at www.eisd.net [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

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Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 15.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Prekindergarten—Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Elementary and Middle Grade Levels

Elementary: To be promoted from one grade level to the next in grade 1 and above, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical score for language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in language arts and in mathematics. Below grade 2, the District may grant promotions using assessment methods other than numerical scores. Board Policy EIE

Middle School: To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. Averaging the final numerical score for all courses taken shall derive the overall average. In addition, students shall attain an average of 70 or above in three of the four core academic areas: language arts (including reading improvement if required), mathematics, social studies, and science. Campus assignment shall be at the discretion of the district in the event a student passes some, but not all, courses in the eighth grade. The parent of each student who has not successfully completed a subject or course shall be notified by the District as soon as a practical summer program if any becomes available in the District that may permit a student to complete successfully the failed subjects or courses. Board Policy EIE

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

[See **Standardized Testing** on page 85.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be ~~unanimous~~unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

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Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a middle-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the campus principal and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 60 for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 56.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 56 and **Standardized Testing** on page 85.]

Release of Students from School

[See **Leaving Campus** on page 73.]

Remote Instruction

The district may offer remote instruction when authorized by TEA.

~~[District should add information regarding remote instruction offered, if applicable]~~

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment. Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 to 9 weeks.

At the end of the first three weeks of a grading period or during the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any

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course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 75 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 56 and policy EIA(LOCAL) for more information.]

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

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

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by speaking with the campus principal.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)
- [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

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TELEVISION STATIONS		RADIO STATIONS	
WOAI TV 4	KABB 29	KCYY/KKYX	KTSA/KTFM
KENS TV 5	KWEX 41	KITY/KONO	KAJA/WOAI
KSAT TV 12	KVDA TV 60	KROM	KBBT/KXTN

[See **Automated Emergency Communications** on page 39.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 85.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

See campus Administrator for schedule change.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact -the district's designated asbestos coordinator, Physical Plant Operations Department for an appointment at 21-898-4022.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Edgewood ISD currently operates under Community Eligibility Provision (CEP) which allows the district to offer Breakfast and lunch to all students at no cost. Information on this program can be obtained through USDA by clicking here: [Texas Department of Agriculture](#) or by calling the EISD Child Nutrition Department at (210)- 898-4037.

Students may purchase ala carte items during meal service. Ala carte items include snacks, second meals, menu items and beverages in addition to a complete meal and must be purchased. Students accounts may be funded or payment for items made in the cafeteria at the Point of Sale. Adult Meals and Ala carte item charging is not allowable and cafeteria accounts cannot fall into a negative status.

Adult meals, for staff and guests, are also available at a nominal cost. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. CO (LEGAL).

All special diets and allergy requests will go through the campus nurse and routed to the Dietitian. Required forms are located at the EISD Child Nutrition website.

[See policy CO for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator at 210-898-4022.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use. Please check with campus principal or librarian for available hours.

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus. After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

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

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

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 55 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

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

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 49 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL).] [See **Steroids** on page 66.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the Academic Services Department.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student’s parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student’s parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC’s educational plan. See **Complaints and Concerns (All Grade Levels)** on page 39 and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the

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student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 60 for information related to the development of personal graduation plans for high school students.]

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

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An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 56.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the district's foster care liaison at 210-898-2046.

[See **A Student in the Conservatorship of the State (Foster Care)** on page 22.]

Students Who are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless education liaison at 210-898-2046.

[See **A Student Who is Homeless** on page 22.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce certain school events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 56 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school is offered for students in Student Success Initiative grades or in need of credit recovery for graduation requirements.

Tardies (All Grade Levels)

Repeated instances of tardiness will result in disciplinary action, in accordance with the Student Code of Conduct.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 83.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 21, **Bullying** on page 32, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 23, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 83.]

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Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact EISD Transportation Dept. at 210-898-2045.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Director of Special Education Services that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 11 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 11 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

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[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the Office of Family Engagement at 210-898-2032.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

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IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines

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conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

Appendix: Freedom from Bullying Policy

[FFH \(Local\)](#), [FFH \(Legal\)](#) and [\(FFH Exhibit\)](#)
[FFI \(Local\)](#), [FFI \(Legal\)](#) and [FDB \(Local\)](#) [FDB \(Legal\)](#)

House Bill 1942 – Bullying in Public Schools

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.eisd.net Below is the text of *Edgewood ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

STUDENT AWARENESS

- Definitions on bullying and harassment
- Protocol for reporting of bullying incidents
- Resource guide
- Student awareness activities to include rallies, pledges, posters
- Guidance lessons
- Counseling services for
- Bully
- Bystander
- Victim

PARENT AWARENESS

- Definitions on bullying and harassment
- Letter to parents on district anti-bullying campaign
- Meetings and presentations
- Resource guide
- Principal Coffees, posters, marquees
- How to talk to children
- Bullying brochure

STAFF AWARENESS

- Definitions on bullying and harassment
- On line staff development training on reporting/coding of incidents

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- Data on number of incidents
- Resource guide
- Posters in classrooms

David's Law

Edgewood ISD Board Policy FFI (LOCAL)

(1) Bullying is a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves:

- Written or verbal expression;
- Expression through electronic means; or
- Physical conduct that:
- Harms a student or his or her property, or places them in reasonable fear of this harm;
- Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Sufficiently severe, persistent or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;
- Materially and substantially disrupts the educational process or orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

(2) "Cyberbullying" means bullying that is done through the use of electronic communication, including through the use of a cellular or other type of telephone, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, Internet website, or other Internet-based communication tool.

This section applies to:

- (1) bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- (2) bullying that occurs on a publicly or privately owned school bus or van being used for transportation of students to or from school or a school-sponsored or school-related activity;
- (3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - (A) interferes with a student's educational opportunities; or

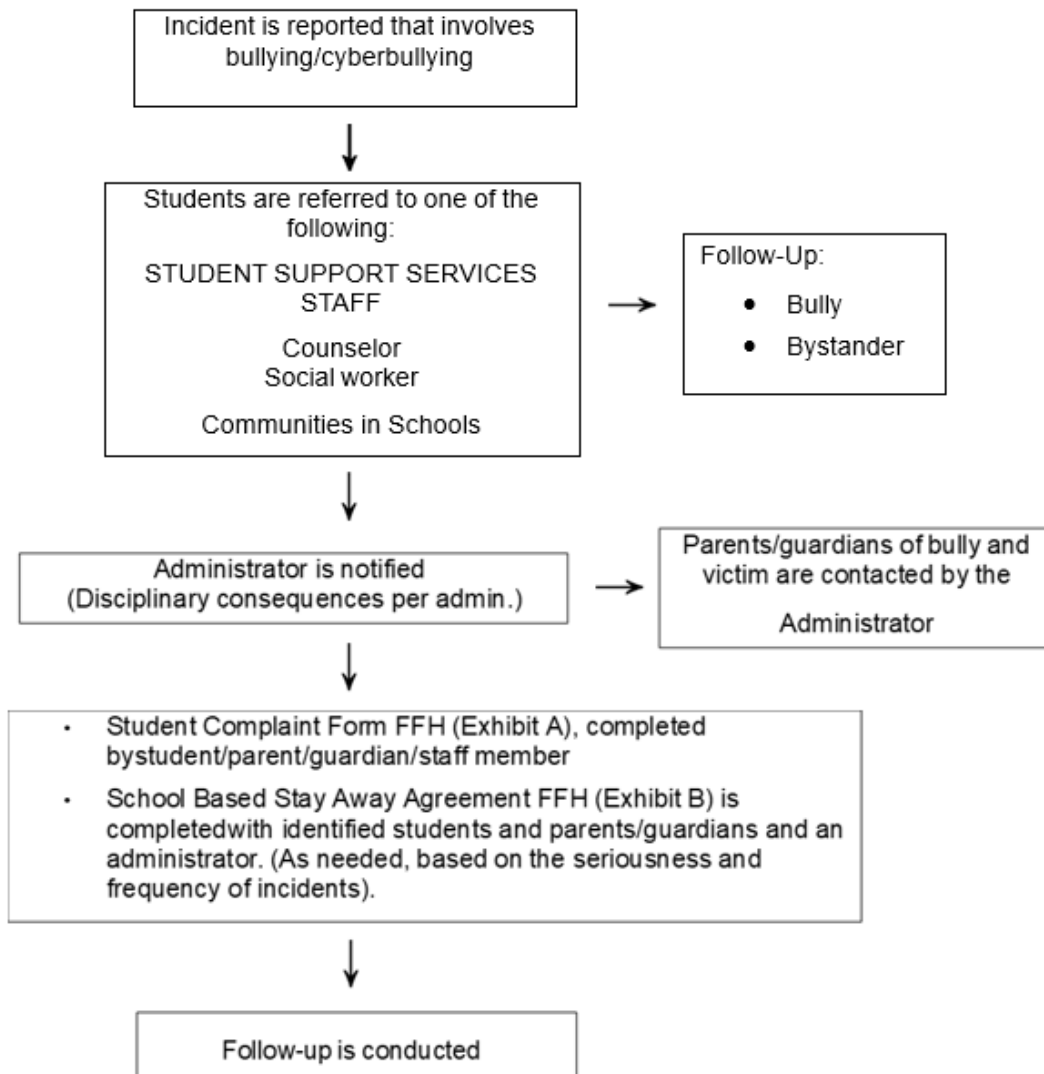
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(B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

All employees are required to report student complaints of bullying to the principal or designee. No exceptions! No decision-making needed from the employee, just report.

Edgewood ISD provides a reporting tool under '**Students and Parents**' on the district website. Go to www.eisd.net click on 'Students and Parents' and then select 'Edgewood Alert' toward the bottom. Students, parents and staff can report bullying incidents anonymously through Edgewood Alert.

BULLYING REPORT PROTOCOL



House Bill 1942 – Bullying in Public Schools

SECTION 1. Section 21.451 (d), Education Code, is amended to read as follows:

D) The staff development:

(1) may include training in:

- (A) technology;
- (B) conflict resolution; [and]
- (C) discipline strategies, including classroom management, district discipline policies, and the student code of conduct adopted under Section 37.001 and Chapter 37; and

D) Preventing, identifying, responding to, and reporting incidents of bullying; and

(1) subject to Subsection (e), must include training based on scientifically based research, as defined by Section 9101, No Child Left Behind Act of 2001 (20 U.S.C. Section 7801), that:

- (A) relates to instruction of students with disabilities; and
- (B) is designed for educators who work primarily outside the area of

special education. SECTION 2. The heading to Section 25.0342, Education Code, is amended to read as follows:

Sec. 25.0342. TRANSFER OF STUDENTS WHO ARE VICTIMS OF OR HAVE ENGAGED IN BULLYING.

SECTION 3. Section 25.0342, Education Code, is amended by amending Subsection (a) and adding Subsections (b-1) and (b-2) to read as follows:

a) In this section, “bullying” has the meaning assigned by Section 37.0832 .

(b) On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, the board of trustees of a school district or the board's designee shall transfer the victim to:

- (1) another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
- (2) a campus in the school district other than the campus to which the victim was assigned at the time the bullying occurred.

(b-1) The board of trustees of a school district may transfer the student who engaged in bullying to:

- (1) another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
- (2) a campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

(b-2) Section 37.004 applies to a transfer under Subsection (b-1) of a student with a disability who receives special education services.

STUDENT CODE OF CONDUCT

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact central office at 210-898-2000 or www.eisd.net

Purpose

Education is a highly valued goal in the Edgewood ISD community and the delivery of a free, accessible, and safe educational setting in its schools represents a significant commitment of financial and human resources. The foundation for an orderly and positive environment is a climate of mutual respect for the rights of all persons. To that end, all members of the learning community – students, parents, and District employees – are expected to treat people with respect, dignity, and good manners.

The Student Code of Conduct that follows is Edgewood ISD's specific 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 code is an outgrowth of collaboration among District staff and the District Educational Improvement Council which is comprised of administrators, teachers, parents and community members. This Code, adopted by the Board of Trustees, provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct.

The Glossary at the back of the Student Code of Conduct provides easy access to definitions of terms used in this document. This Student Code of Conduct has been adopted by the District's Board of Trustees and has the force of Board Policy. In case of a conflict between the Student Code of Conduct and the Parent/Student Handbook, the Student Code of Conduct will prevail.

Parental questions or complaints regarding disciplinary measures taken should be addressed to the teacher or campus administration, as appropriate, and in accordance with Board Policy FNG.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the District's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and

Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

THE EDGEWOOD DISTRICT HAS DISCIPLINARY AUTHORITY OVER THE CONDUCT OF A STUDENT:

- 1) During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on District transportation.
- 2) While the student is participating in any activity during the school day on school grounds.
- 3) Within 300 feet of the school property as measured from any point on the school's real property boundary line for certain offenses in the Student Code of Conduct.
- 4) While the student is in attendance at any school-related activity, regardless of time or location.
- 5) For any school-related misconduct, regardless of time or location.
- 6) When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location.
- 7) When the student commits a felony, sexual assault, or engages in conduct described in Education Code 37.006 or 37.0081, whether on or off school property, or while in or not in attendance at a school-related event, as provided by Texas Education Code.
- 8) When criminal mischief is committed on or off school property or at a school-related event.
- 9) When the student is required to register as a sex offender.
- 10) When a student engages in cyberbullying, as provided by Education Code 37.0832.
- 11) For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another school district in Texas.

STANDARDS FOR STUDENT CONDUCT/BEHAVIOR:

Each student is expected to:

1. Develop good habits, such as

- attending school daily and being punctual to class

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- working well independently
- using appropriate language
- maintaining good health habits

2. Assume responsibility for their actions by

- keeping their parents informed of school activities, of credits earned and required, of supplies needed, and of communications sent home
- being self-disciplined
- making their own decisions despite peer pressure
- accepting the consequences for their behavior including penalties for inappropriate behavior
- using time wisely and completing work on time
- having good study habits
- practicing neatness
- doing all assigned work

3. Maintain a positive attitude by

- being trustworthy
- having academic integrity
- respect the rights of others by
 - allowing others to concentrate on their work
 - allowing others to assume responsibility for their own actions
 - learning to resolve differences in appropriate ways
 - realizing that their behavior will directly affect others
- respecting others' property

4. Treat others with respect by

- working and interacting well with others
- being courteous, polite, helpful and caring for others
- displaying affection appropriately
- appreciating others' accomplishments
- expressing opinions and ideas in a respectful manner so as not to slander others

5. Treat teachers and school staff with respect by

- being cooperative
- being attentive
- listening to teachers
- being polite

6. Respect the authority of teachers and other school staff by

- listening to them
- following their directions
- questioning the classroom teacher appropriately
- seeking changes in school rules and policies in an appropriate and responsible manner through approved channels

7. Obey all school and classroom rules and procedures, such as

- being in the appropriate seat and ready when the bell rings

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- being prepared for each class with appropriate materials and assignments

8. Participate in assigned academic activities, such as

- attending all classes
- bringing supplies as required for classroom work
- talking when it is appropriate
- following instructions
- doing all assignments

9. Assume responsibility for maintaining the learning environment, such as

- coming to school well-groomed and dressed appropriately
- walking quietly in the school hallways
- staying in the classroom seat as required

Parent and/or Guardian Responsibility

Parent Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Parents have the responsibility to:

- 1) Ensure that their child complies with District and school policies, rules, and regulations.
- 2) Assist their child to attend school well-groomed and dressed appropriately.
- 3) Communicate regularly with the school concerning their child's academic progress and conduct.
- 4) Provide for the physical needs of the child.
- 5) Participate in parent-teacher conferences and other activities in which their child is involved.
- 6) Cooperate with and support the teachers and the school administrators in their efforts to achieve and maintain a quality school system.
- 7) Discuss report cards and classroom assignments with their child.
- 8) Inform the school of any problems or conditions in the home which affect their child.
- 9) Provide a work area free of interruption where their child may study and do homework.
- 10) Maintain up-to-date home, work, and emergency telephone numbers at the school.
- 11) Prepare the child emotionally and socially to be receptive to learning and discipline.
- 12) Encourage the child to develop proper study habits at home.
- 13) Send their child to school regularly and on time.
- 14) Teach their child to respect authority.
- 15) Insist that the child spend a minimum period of time studying each day.
- 16) Assist the child to assume responsibility for appropriate behavior and to accept the
- 17) consequences of inappropriate behavior.

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- 18) Cooperate with the school in assisting their child to grow into a self-disciplined, mature, and responsible individual.

Parental Liability for School Property

A parent or other person who has the duty of control and reasonable discipline of a child is liable for any property damage proximately caused by:

- 1) The negligent conduct of the child if the conduct is reasonably attributable to the negligent failure of the parent or other person to exercise that duty; or
- 2) The willful and malicious conduct of a child who is at least ten years of age but under 18 years of age.

Teacher Responsibility

Teachers have the responsibility to:

- 1) Provide an effective program of instruction.
- 2) Maintain an orderly classroom, conducive to learning.
- 3) Serve as a model for students by showing respect for themselves, students, parents, and other school personnel.
- 4) Be in regular attendance and punctual.
- 5) Communicate regularly with parents regarding their child's progress.
- 6) Maintain a well-groomed appearance and dress appropriately to serve as a role model for students.
- 7) Indicate a genuine interest and concern for the welfare of students.
- 8) Assist students to follow the rules of expected behavior.
- 9) Teach students responsibility for their actions by enforcing the rules of conduct and discipline fairly and appropriately for those students who violate these rules.
- 10) Recognize the growth, success, and achievement of students.
- 11) Obey District and school policies and regulations.
- 12) Teach to the standards of performance required by the District.
- 13) Establish rapport and an effective working relationship with parents, students, and other staff members. Encourage work habits that will lead to the accomplishment of both short-term and long-term goals.

Administrator's Responsibility

Administrators have the responsibility to:

- 1) Establish a climate for learning that is conducive to good teacher performance and maximum student growth.
- 2) Provide appropriate support for teachers in dealing with students who are sent to the office for behaving inappropriately.
- 3) Implement a flexible curriculum within the limits provided by the District and the state to meet the needs of all students.
- 4) Promote effective training and discipline based upon fair and impartial

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treatment of all students using the Student Code of Conduct as a reference point.

- 5) Encourage parents to keep in regular communication with the school and encourage parental participation in required parent-teacher conferences.
- 6) Develop a cooperative working relationship among staff and students.
- 7) Assist students by providing appropriate assistance in learning self-discipline.
- 8) Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
- 9) Ensure students' safety through maintenance of the school grounds.
- 10) Work to assure that the physical surroundings are conducive to a learning environment.
- 11) Manage human and physical resources in a manner that supports the overall goals of the educational program.
- 12) Appear at school in a well-groomed and appropriately dressed manner.
- 13) Serve as Campus Behavior Coordinator, as designated by the Campus Principal.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

DISCIPLINE DESIGNEE(S):

District personnel have the duties and authority described below:

- 1) The principal shall designate a campus behavior coordinator for their respective campuses.
- 2) The principals, their administrative teams, and their staffs shall assess and implement the campus Discipline Management Plan.
- 3) The Hearing Officer presides over a discipline hearing to ensure due process and to make a determination regarding whether a student has or has not violated the Student Code of Conduct that may warrant placement in the District's Disciplinary Alternative Education Program (DAEP) or expulsion and placement in the Bexar County Juvenile Justice Alternative Program (BCJJAP).
- 4) The Edgewood Police Department in the absence of district administrative personnel assumes responsibility with regards to property.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator located at 534 Cordelia San Antonio TX. 78238 (LEGAL)

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

Reporting Crimes

The campus behavior coordinator or other appropriate administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

I. DISCIPLINE MANAGEMENT PLAN:

In general, the Discipline Management Plan will be designed to correct misconduct and to encourage the adherence by all students to their responsibilities as citizens of the Edgewood community. The primary purpose of a campus Discipline Management Plan is not to punish the student. Rather its purpose is to instill in the student a sense of the student's responsibility to the Edgewood community, the school community, and to him or herself to grow into a productive adult. "Discipline" or "Disciplinary Action" must serve the purpose of instructing the student on the necessity of conforming his or her conduct to the expectations of the Standards for Student Conduct/Behavior. In determining what disciplinary action to implement in connection with a particular discipline incident, teachers and administrators will draw upon their professional judgment and experience and will utilize a range of discipline management techniques. Disciplinary action will be correlated to:

- 1) The seriousness of the offense
- 2) The student's age and grade level
- 3) The frequency of misconduct
- 4) The effect of the misconduct on the school environments
- 5) Statutory requirements

Because of these factors, discipline for a particular discipline incident (unless otherwise specified by law) may bring into consideration varying techniques and result in different responses. A student who violates campus or classroom rules that are not Student Code of Conduct violations may be disciplined through one or more of the discipline management techniques listed below. For these violations that are not violations of the Student Code of

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Conduct, the teacher is not required to make a Student Code of Conduct Discipline Referral and the principal is not required to notify parents. The District has the right to revoke the transfer of a transfer student for violating the District's Student Code of Conduct.

II. DISCIPLINE MANAGEMENT TECHNIQUES:

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

The following discipline management techniques may be used alone or in combination for violations of the Student Code of Conduct and for violations of campus or classroom rules:

- 1) Verbal correction, oral or written
- 2) Cooling-off time or "time-out" period, in accordance with law
- 3) Seating changes within the classroom or vehicles owned or operated by the district
- 4) Reflective narratives
- 5) Check in/Check out system
- 6) Schedule changes
- 7) Stay away agreements
- 8) Peer Mediation/Restorative Circles
- 9) Counseling by teachers, counselors, or administrative personnel
- 10) Parent-teacher or family conferences
- 11) Temporary confiscation of items that disrupt the educational process
- 12) Grade reductions as permitted by policy
- 13) Rewards or demerits
- 14) Behavioral contracts and coaching
- 15) Sending the student to the office or other assigned area, or to In-School Suspension
- 16) Detention – lunch, after school, or Saturday
- 17) Saturday School (for unexcused absences)
- 18) Assigned school duties other than class tasks
- 19) Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
- 20) Techniques or penalties identified in individual student organizations' codes of conduct
- 21) Withdrawal or restriction of bus privileges
- 22) School-assessed and school-administered probation

Parental questions regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and formal complaints should be made in accordance with Board Policy FNG (Local). A copy of this policy may be obtained from the student's principal's office or the central administration office. Consequences will not be deferred pending the outcome of an appeal.

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General Misconduct Stage I Violations will result in application of one or more discipline management techniques and may result in removal from class or other placement of the student.

The following discipline management techniques may be used alone or in combination for violations of the Student Code of Conduct:

- 1) Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District
- 2) Other strategies and consequences as specified by the Student Code of Conduct
- 3) Out of school Suspension (three-day limit) no limit on the number of times suspended
- 4) Long-term placement in the EISD Disciplinary Alternative Education Program (DAEP)
- 5) Exclusion from UIL activities and/or other extracurricular activities
- 6) Expulsion with placement in the Bexar County Juvenile Justice Disciplinary Alternative Education Program (BCJJA) at the Bexar County Juvenile Justice Academy.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.

“PLACEMENT” CONSISTS OF REMOVAL OF A STUDENT FROM HIS OR HER REGULAR CAMPUS AND PLACEMENT IN THE DISTRICT’S DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) LOCATED AT THE STEAM FINE ARTS BUILDING AT 607 SW 34TH ST., SAN ANTONIO, TX 78237, OR AT THE BEXAR COUNTY JUVENILE JUSTICE ALTERNATIVE PROGRAM (BCJJAP) AT THE BEXAR COUNTY JUVENILE JUSTICE ACADEMY (BCJJA) LOCATED AT 1402 N. HACKBERRY, SAN ANTONIO, TEXAS.

III. GUIDELINES FOR PLACEMENT:

Students shall be treated fairly and equitably. In accordance with Texas Education Code Section 37.001(a)(4), consideration will be given, as a factor in the decision concerning suspension, removal to a disciplinary alternative education program, expulsion, or placement in a juvenile justice alternative education program, regardless of whether the decision concerns a mandatory or discretionary action, to:

- 1) Self-defense
- 2) Intent or lack of intent at the time the student engaged in the conduct
- 3) A student's disciplinary history
- 4) A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Additional factors that will be considered are:

1. The seriousness of the offense
2. The student's age
3. The frequency of misconduct
4. The potential effect of the misconduct on the school environment
5. The Student Code of Conduct adopted by the Board

IV. GENERAL MISCONDUCT VIOLATIONS:

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities. The following behaviors may result in Out-of-School Suspension, DAEP Placement, and/or Expulsion for Certain Offenses.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Disobeying school rules about conduct, including conduct on school buses
- Violating other communicated campus or classroom standards of behavior
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses.**)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary.**)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary.**)
- Coerce an individual to act through the use or threat of force (obtaining money or another object of value from an unwilling person)
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Engaging in other conduct for the express purpose of mistreating others or the property of others.
-

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses.**)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti, markers, or by other means.
- Steal from students, staff, or the school.

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- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain**)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife (blades less than five and one-half inches);
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses**. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement and Expulsion** for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Violates the District’s policy on taking prescription drugs and over-the-counter drugs at school

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

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- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Possessing pornographic material or accessing websites that contain inappropriate or illegal material, including those that contain content that is pornographic or sexual in nature, from any computer or other technological device on school property

Safety Transgressions

Students shall not:

- Violate safety rules
- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.
- Tampering with or hindering the use of elevators
 -
- Committing any action that does not meet the standards of any other violation, but which has the potential to cause danger or physical harm to the student or to others, including but not limited to:
 - Exiting a moving school bus
 - Exiting a school bus by way of the emergency exit absent an emergency
 - Attempting to elude school officials by running through a building or a parking lot or any traffic area
 - Climbing on the roof of a building, hanging from balconies or railings
 - Being in construction areas, boiler rooms, attics or elevator shafts

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook or by sponsors of extra-curricular activities.

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- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.
- The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.
- Being involved in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society
- Being involved in gang activity, including participating as a member or pledge, or soliciting another person to become a pledge or member of a gang.
- Criminal mischief
- Stunt skateboarding without permission
-

V. REMOVAL BY TEACHER/REMOVAL BY BUS DRIVER:

Informal Removal:

- 1) In order to maintain effective discipline in the classroom, a teacher may send a student to office of the appropriate administrator.
- 2) The administrator shall respond by employing appropriate discipline management techniques, consistent with the Student Code of Conduct.

Formal Removal:

- 1) Discretionary Removal – A teacher may remove from class a student:
- 2) Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
- 3) Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- 4) Mandatory Removal – A teacher shall remove from class and send to the principal for placement in a DAEP or expulsion, as appropriate a student who engages in conduct in the respective teacher's classroom described in the Texas Education Code Sec. 37.006 or Sec. 37.007.
- 5) Any formal removal of a student by a teacher for behavior, which violates the Student

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Code of Conduct, requires that the teacher report the offense to the principal or appropriate administrator. The teacher upon removing the student from class will file a written report (not to exceed one page) with the principal or other appropriate administrator. The principal or appropriate administrator will send a copy of the report to the student's parent within three (3) school days of receiving the teacher's report.

- 6) Not later than the third day after a student has been formally removed from class by a teacher or removed by the principal or other appropriate administrator for a Student Code of Conduct violation report that requires or allows placement in the Disciplinary Alternative Education Program, the principal will schedule a conference with the student's parent, the student, and the teacher, in the case of a teacher removal.
- 7) At the conference, the principal or appropriate administrator will inform the student of the misconduct for which he or she is charged and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will notify the student of the consequences of the Student Code of Conduct violation.
- 8) The student may not be returned to the regular class pending the required conference.
- 9) After the conference the principal will recommend DAEP placement or other placement consistent with the Student Code of Conduct. The student may not be returned to his/her regular classroom before the conference. The student is prohibited from attending or participating in extracurricular activities, school-sponsored, or school-related activities.
- 10) When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in: (1) another appropriate classroom; (2) In-school suspension; (3) Out-of-school suspension; (4) DAEP. A teacher or administrator must remove a student from class if the student engages in behavior under the Education Code that requires or permits the student to be placed in DAEP or expelled. When removing for those reasons, the procedures for DAEP or expulsions shall be followed.
- 11) The principal may not return the student to the class of the teacher who removed the student without the teacher's consent, unless the placement review committee determines that such placement is the best or only alternative available. If the teacher removed the student from class because the student engaged in assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder- against the teacher, the student may not be returned to the teacher's class without the teacher's consent. The teacher may not be coerced to consent.

Removal from Bus:

The driver of an Edgewood ISD school bus may remove a student from the bus and send a student to the principal's office to maintain effective discipline on the school bus. The authority of the bus driver exists anytime a student is being transported to or from school or to a school-sponsored or school-related event. The principal shall respond by using appropriate discipline management techniques consistent with this Student Code of Conduct.

For the purpose of providing safe transportation for all students, the following rules shall be observed:

- Be respectful of the bus driver, monitor, and other riders on the bus

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- Refrain from conduct or behavior that interferes with the orderly, safe and expeditious transportation of bus riders
- Obey the bus driver and monitor at all times
- Give your proper name when requested by the bus driver or monitor
- Ride only on your assigned bus
- Remain seated at all times when the bus is moving
- Refrain from using cellular telephones and other electronic devices while on the bus
- Refrain from acts of vandalism
- Refrain from using profane language or inappropriate gestures
- Refrain from the possession or use of alcohol, tobacco and other drugs
- Refrain from exiting a school bus by way of the emergency exit absent an emergency

Campus Placement Review Committee:

Each school shall establish a three-member committee to determine the placement of a student when a teacher refuses the return of a student to the teacher's class.

Committee members shall be appointed as follows:

- a. Campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member; and
- b. The principal shall choose one member from the professional staff of a campus.
- c. The teacher refusing to readmit the student may not serve on the committee

The committee's placement determinations regarding a student with disability who receives special education services is subject to the requirements of all federal regulations, state statutes, and agency requirements relating to special education.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

**VI. STUDENT CODE OF CONDUCT OFFENSES AND CONSEQUENCES:
THE PRINCIPAL OR OTHER APPROPRIATE ADMINISTRATOR MAY PLACE A
STUDENT IN IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION.**

CAMPUS SUSPENSIONS:

Suspension is designed as a short-term disciplinary action. Students may be suspended for any behavior listed in the Student Code of Conduct as a General Misconduct Violation.

1. In-School Suspension:

- a. In-School Suspension (ISS) is a classroom setting for students who commit disciplinary infractions where the student continues to receive instruction in each course to the extent possible on his or her home campus. Students are required to concentrate on academic activities while in ISS. ISS may have additional rules and regulations which shall be communicated to the assigned students and with which the assigned students shall comply.

2. Out-of-School Suspension:

- a. A student may be placed in out-of-school suspension for any misbehavior listed in the Student Code of Conduct as a General Misconduct Violation.
- b. The District shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law. A student in grade 2 or below shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:
 - i. Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
 - ii. Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
 - iii. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.
- c. The District shall use a positive behavior program as a disciplinary alternative for students in grade 2 or below who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

3. The principal or appropriate administrator will advise the student of the conduct with which he or she is accused.
4. The appropriate administrator will provide a student an informal conference prior to or as soon as practical after the decision to suspend has been made.
5. 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 the opportunity to explain his or her version of the incident.
6. This conference is one that can be held without the parent or student being present as long as there were valid attempts to secure their attendance at the conference.

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7. The principal or other appropriate administrator will determine the number of days of a student's suspension not to exceed three school days per discipline incident.
8. There is no limit on the number of out-of-school suspensions a student may receive in a school year.

THE BOARD DELEGATES TO THE HEARING OFFICER THE AUTHORITY TO REMOVE A STUDENT FROM HIS OR HER REGULAR CAMPUS AND TO PLACE THE STUDENT IN THE DISTRICT'S DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP).

SANCTIONS

Students who are removed from District schools and expelled, placed in a disciplinary alternative education program, or suspended are prohibited from being on District property or attending school-sponsored or school-related activities on or off of school property during the period of removal. Students who violate this prohibition may be subject to additional disciplinary sanctions.

WITHDRAWAL PRIOR TO HEARING

Withdrawal from school after a student has been accused of a violation of the Student Code of Conduct will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be **suspended and/or may be placed** in the DAEP for:

- Any of the offenses listed as General Misconduct.
- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang.
- Involvement in criminal street gang activity.
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.

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- Conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
 - a. If the superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Texas Penal Code, or those offenses listed under Article 15.27 (h), Code of Criminal Procedure; and
 - b. 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;
 - c. The "reasonable belief" that a student has engaged in conduct defined as a felony offense may be based on all available information of the student's arrest, referral, conviction, deferred prosecution, deferred adjudication or adjudication of delinquent conduct furnished under Article 15.27, Code of Criminal Procedure;
 - d. If after a student is placed in the DAEP the superintendent or superintendent's designee receives notice that the prosecution of the student was refused or that a court or jury has found the student not guilty, the superintendent or the superintendent's designee will schedule a conference with the student's parent and review said placement not later than the third class day after receiving notice;
 - e. After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or superintendent's designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers;
 - f. The student or the student's parent or guardian may appeal the superintendent's decision to the Board of Trustees;
 - g. The Board of Trustees shall review notice received by the superintendent and receive information from the student, the student's parent or guardian, and the superintendent or superintendent's designee and confirm or reverse the superintendent decision;
 - h. If the Board of Trustees confirms the decision of the superintendent, the Board shall inform the student or the student's parent or guardian of the right to appeal to the Commissioner of Education; and
 - i. The student will remain in the DAEP pending the review or subsequent appeals if any.
 - j. This appeal process applies only to placements resulting from conduct occurring off campus and while the student was not in attendance at a school-sponsored or school-related activity described in this subsection.

In accordance with state law, a student may be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

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The campus behavior coordinator may, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Student is required to register as a sex offender and is not under any type of court ordered supervision.

[A student may also be expelled and placed into the District's Disciplinary Alternative Education Placement for conduct involving Title 5 Felonies. See the Section F below for more information regarding these disciplinary placements.]

Mandatory Placement in the Disciplinary Alternative Education Setting:

A student **must** be placed in a Disciplinary Alternative Education Program for any of the following offenses.

- The student 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, Texas Penal Code, or terroristic threat under Section 22.07, Texas Penal Code;
- If the student commits any of 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;
 - Engages in conduct that contains the elements of assault under Penal Code 22.01 (a) (1)
 - Sells, gives, or delivers to another person, or possesses or uses or is under the influence of:
 - Marijuana; however, a student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision;
 - A controlled substance as defined by Chapter 481, Texas Health and Safety Code or by 21 U.S.C. Section 801 et seq; or
 - A dangerous drug, as defined by Chapter 483, Texas Health and Safety Code;
 - Sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Texas Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of alcohol;
 - Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Section 485.031 through Section 485.034, Texas Health and Safety Code; or
 - Engages in conduct that contains the elements of the offense of public lewdness under Section 21.07, Texas Penal Code, or indecent exposure under Section 21.08, Texas Penal Code;
 - The student engages in conduct on or off of school property that contains the elements of the offense of retaliation under Section 36.06, Texas Penal Code, against any school employee;

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- Engages in expellable conduct and is between six and nine years of age
- Commits a federal firearms violation and is younger than six years of age.
- The student engages in conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
 - The student receives deferred prosecution under Section 53.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
 - A court or jury finds that the student has engaged in delinquent conduct for conduct under Section 54.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code; or
- The superintendent or designee has a reasonable belief that the student engaged in conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
 - The “reasonable belief” that a student has engaged in conduct defined as a felony offense may be based on all available information of the student’s arrest, referral, conviction, deferred prosecution, deferred adjudication or adjudication of delinquent conduct furnished under Article 15.27, Texas Code of Criminal;

If after a student is placed in the DAEP the superintendent or superintendent’s designee receives notice that the prosecution of the student was refused or that a court or jury has found the student not guilty, the superintendent or the superintendent’s designee will schedule a conference with the student’s parent and review said placement not later than the third class day after receiving notice;

After reviewing the notice and receiving information from the student’s parent or guardian, the superintendent or superintendent’s designee may continue the student’s placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers;

The student or the student’s parent or guardian may appeal the superintendent’s decision to the Board of Trustees. The Board of Trustees shall review notice received by the superintendent and receive information from the student, the student’s parent or guardian, and the superintendent or superintendent’s designee and confirm or reverse the superintendent’s decision.

If the Board of Trustees confirms the decision of the superintendent, the Board shall inform the student or the student’s parent or guardian of the right to appeal to the Commissioner of Education;

- The student will remain in the DAEP pending the review or subsequent appeals if any.
- This appeal process applies only to placements resulting from

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conduct occurring off campus and while the student was not in attendance at a school-sponsored or school-related activity described in this subsection.

The Hearing Officer may but is not required to place a student in the DAEP for off-campus conduct for which removal is required under this section if he does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Placement in the DAEP is not required if the student is expelled for the same conduct for which such placement would be required.

Subject to conduct violating Federal law involving bringing a firearm to school under Section 37.007 (e), Texas Penal Code, a student who is younger than:

- 10 years of age shall be removed from class and placed in a disciplinary alternative education program if the student engages in conduct containing the elements of a discretionary or mandatory expulsion offense, and 6 years of age may not be removed from class and placed in a disciplinary alternative education program.
- An elementary school student may not be placed in a disciplinary alternative education program with any other student who is not an elementary school student.
- A student in the DAEP must be separated from other students not in the DAEP for the entire school program day and will be provided instruction in the core subjects and counseling.
- Student is required to register as a sex offender and is under some type of court ordered supervision.

The Board of Members delegate to the Hearing Officer the authority to expel students and to place the expelled student in the Bexar County Disciplinary Alternative Education Program at the Bexar County Juvenile Justice Academy (BCJJA).

Placement and/or Expulsion for Certain Offenses

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

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;

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- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.
- The district may expel the student and order placement under these circumstances regardless of:
 1. The date on which the student's conduct occurred,
 2. The location at which the conduct occurred,
 3. Whether the conduct occurred while the student was enrolled in the district, or
 4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Discretionary Expulsions:

A student may be expelled for any of the following offenses, Stage-III Offenses:

Any Location

A student may be expelled for:

1. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
2. Inciting violence against a student through group bullying.
3. Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
4. Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
5. Criminal mischief, if punishable as a felony.
6. Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.

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- Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of:
 1. marijuana, however a student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision,
 2. a controlled substance as defined by Chapter 481, Texas Health and Safety Code or by 21 U.S.C. Section 801 et seq,
 3. a dangerous drug, as defined by Chapter 483, Texas Health and Safety Code; or
 4. an alcoholic beverage, as defined by Section 1.04, Texas Alcoholic Beverage Code;
- Engages in conduct that contains the elements of an offense relating to abusable volatile chemicals under Section 485.031 through Section 485.034, Texas Health and Safety Code;
- Engages in conduct that contains of an offense under Section 22.01 (a)(1), Texas Penal Code (assault causing bodily injury), against a school district employee or a volunteer as defined in Section 22.053, Texas Education Code.
- Engages in conduct that contains the elements of deadly conduct under Section 22.05, Texas Penal Code:

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.

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- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsions:

A student ***must*** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
- A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.

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- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

VII. DISCIPLINE HEARINGS:

Authority:

- The Board has delegated to the Hearing Officer the authority to remove a student from his or her regular campus and to place the student in the District's DAEP.
- The Board has delegated to the Hearing Officer the authority to expel a student and to place the expelled student in the BCJJA.

Notice:

- The principal or other appropriate administrator will schedule a Discipline Hearing within a reasonable time with the student's parent, the student, and the teacher if appropriate. The student's parent will receive written notice of the Hearing. The notice will inform the student and the parent of:
 - a. The time, place, and location of the hearing;
 - b. The Student Code of Conduct Offense Code applicable to the hearing; and
 - c. A brief description of the allegations against the student.
- If a good faith effort has been made to inform the student and the student's parent or

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guardian of the time and place of the hearing, the Hearing Officer may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

- A "good faith effort" to deliver the notice, includes but is not limited to, delivery:
 - a. In person to the parent
 - b. Through the student to the parent
 - c. By regular mail to the student's home address
 - d. By certified mail, return receipt requested, to the student's home address
 - e. By delivery to any person at the student's home address
 - f. By posting to the front door of the student's home address
- Until a hearing can be held, the principal may place the student in:
 - a. Another appropriate classroom
 - b. In-school suspension
 - c. Out-of-school suspension

Due Process:

Each student facing possible placement in the EISD DAEP or in the BCJJA has the following rights:

- The right to the opportunity for a Discipline Hearing before an impartial Hearing Officer.
- Students with disabilities will also be afforded the protection of applicable state and federal law and to the extent any conflicts exist between the Student Code of Conduct and state or federal law, state and/or federal law will prevail.
- The student will be informed of the Offense Code applicable to the hearing.
- The student will be informed of the possible consequence whether it is placement in DAEP or expulsion to BCJJA and the applicable maximum term of the placement.
- The student will be informed by the principal or appropriate administrator of the allegations against him or her.
- The student shall have the right of representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the District.
- The student shall have the right to hear the evidence supporting the allegations against him or her.
- The student shall have the opportunity to testify and to present evidence and witnesses in the student's defense

Findings and Conclusion:

At the conclusion of the Discipline Hearing, the Hearing Officer will inform the student and his or her representative of the findings and conclusion.

Placement Order:

The Hearing Officer shall issue an order stating the disposition of the case. If the allegations are found to be true, the order will state the length of the term of placement in the DAEP or the term of expulsion and placement at BCJJA.

Length of Term of Placement:

The length of a student's placement in a DAEP or of expulsion and placement at the BCJJA will be determined by the District's Hearing Officer on a case-by-case basis consistent with the following guidelines.

- Guidelines:
 - a. The length of the term of a student's placement will be determined on a case-by-case basis based upon the guidelines set forth in this Student Code of Conduct. The maximum period of placement is as follows:

DAEP Placement - Stage II Offense is 60 days and Stage III is 120 days at DAEP

*During Current School Year

- a. If the length of the term of the placement in the DAEP or the expulsion and placement in the BCJJA is not consistent with the guidelines set forth in this subsection, the placement or expulsion order shall give notice of the inconsistency.
- b. The period of placement may not exceed one year unless, after a review, it is determined that:
 - 1) The student is a threat to the safety of other students or to the district's employees; or
 - 2) Extended placement is in the best interest of the student.
- c. By law, if a student's placement in a disciplinary alternative education program is to continue beyond 60 days or the end of the next grading period, whichever is earlier, a student's parent must be given notice and an opportunity to participate in a proceeding before the Board of Trustees or the Board's designee. Under Board Policy FOC and FOD this type of hearing is already provided to all EISD students who are placed in the District's DAEP or BCJJA. (See Section 10, Subsection C, above.) Any decision by the Hearing Officer or the Board is final and is not appealable.
- d. If a student withdraws from the District before an order for placement in the DAEP or expulsion and placement in the BCJJA is entered, the Hearing Officer may, after the notice provided for in Subsection B, complete the proceeding and enter an order. If the student subsequently enrolls in the District in the same or subsequent school year, the District Hearing Officer may enforce the order at that time except for any period of the placement or expulsion that has been served by the student on enrollment in another district that honored the order.
- e. If a student placed in a disciplinary alternative education program in another district, including open enrollment charter schools, enrolls in this District before the expiration of the period of placement, the Hearing Officer may continue the placement in the District's DAEP or may allow the student to attend regular classes without completing the period of the placement.
- f. The district requiring the placement shall provide a copy of the placement order at the same time other records of the student are provided.
- g. The placement from an open-enrollment charter school may be honored if the charter school provides to the District a copy of the placement order.

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- h. If the district the student was attending failed to enter an order for placement before the student withdrew from that district, the receiving district may complete the proceedings and enter an order.
 - i. If a student was placed in a disciplinary alternative education program from a district from another state enrolls in this District, the Hearing Officer may continue the placement under the terms of the order if the out-of-state district provides to the District a copy of the placement order and the grounds for the placement are also grounds for placement in this District. If the period of placement in the other state exceeds one year and the Hearing Officer elects to continue the placement, the Hearing Officer shall reduce the period of expulsion so that the aggregate period does not exceed one year unless, after a review, the Hearing Officer 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.
- School Year:
 - 1) Students who commit offenses that require placement in a Disciplinary Alternative Education Program at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.
 - 2) For placement in the DAEP to extend beyond the end of the school year, the Board, or the Board's Designee must determine that:
 - a. The student's presence in the regular classroom or campus presents a danger of physical harm to students or others; or
 - b. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct. ("Serious Misbehavior" is defined in Section IX, Subsection D (10). "Persistent Misbehavior" means more than once.
 - c.

Notice of Order:

- To Student and Parent:
 - a. The Hearing Officer shall deliver a copy of the order to the student and the student's parent or guardian.
- To Juvenile Court:
 - a. Not later than the second business day after the hearing, the Hearing Officer will deliver to the juvenile court a copy of the order placing a student in a Disciplinary Alternative Education Program and information required by Section 52.04 of the Family Code.
- To Teachers, Administrators, and Auxiliary Staff:
 - a. Each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of the student who has been placed shall be informed of the placement and the contents of the placement order.
 - b. Each educator shall keep the information received confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided for by state or federal law.

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- To Noncustodial Parent:
 - a. A noncustodial parent of a student may request in writing that the District or campus, for the remainder of the school year in which the request is received, provide that parent with a copy of written notification relating to student misconduct under Section IX (B) through Section X that is generally provided by the District or campus to the student's parent.
 - b. The District or campus may not unreasonably deny the noncustodial parent's request.
 - c. Notwithstanding any other provision of this subsection, the District or campus shall comply with any applicable court order of which the District or campus has knowledge.

Participation Restrictions:

- Trespass:
 - a. Any student placed in out-of-school suspension is forbidden from entering into any Edgewood ISD school grounds or attending any Edgewood ISD school-related extracurricular activities during the period of suspension or expulsion.
 - b. Students expelled and placed at the BCJJA, except for the transportation pick-up point at the Edgewood Police Department located at 5358 W. Commerce St., San Antonio, Texas, is
 - c. forbidden from entering into any other Edgewood ISD property or attending any Edgewood ISD school-related extracurricular activities during the period of expulsion.
 - d. A student placed at the DAEP, except for the EISD DAEP campus, is forbidden from entering into any other Edgewood ISD school grounds or attending any Edgewood ISD school-related extracurricular activities during the period of placement.
- School Activities:
 - a. In-school and Out-of-school Suspensions:
 - 1) The principal or other appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and non-curricular activities when a student is disciplined for violations of the Student Code of Conduct.
 - 2) A student placed at the DAEP or expelled and placed at the BCJJA are prohibited from attending or participating in a school-sponsored or school-related extracurricular or non-curricular activity during the period of placement including seeking or holding honorary positions and/or membership in school-sponsored clubs or organizations.
- Exception:
 - a. When a student is placed in the DAEP during the 12th grade, the District will allow the student to participate in graduation ceremonies provided that:
 - b. All prerequisites for graduation are met; and
 - c. The student has successfully completed all of the days that the student was placed in the DAEP;
 - d. If the student has unexcused absences or has not completed his or her days in the DAEP for any other reason, such as withdrawal or transfer to another school district, the student may not be allowed to participate in graduation ceremonies;

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- e. When a senior who is eligible to graduate and is placed in the BCJJA at the time of graduation, the last day of placement in the program will be the last instructional day and the student will be allowed to participate in the graduation ceremony and related graduation activities.
- No District academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in the BCJJA or other District-approved programs.

Review and Assessment:

1. The Hearing Officer, at intervals not to exceed 120 calendar days, will provide a student placed in the DAEP a review of the student's status, including the student's academic status. In the case of high school students, The Hearing Officer, 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 will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent.
2. Any student placed into the DAEP for 90 school days or longer shall be administered an assessment instrument, approved by the Commissioner of Education for that purpose and in accordance with all applicable rules promulgated. The instrument shall be administered:
 - a. Initially on placement of the student in the DAEP; and
 - b. Subsequently on the date of the student's departure from the DAEP, or as near that date as possible.
3. Students assigned to the DAEP or BCJJA must also take all academic skills assessments required of all public school students.
4. Students placed in JJAEP will be given academic credit in the core area class. No academic credit shall be earned for work missed during the period of expulsion, unless the credit is earned at a Juvenile Justice Academy Education Program.

Transportation:

1. A student placed in the DAEP **will not** be provided transportation **unless** he or she is a student with a disability who has transportation designated as a related service in the student's IEP.
2. A student placed in the BCJJA **will not** be provided transportation to the Bexar County Juvenile Justice Academy, (BCJJA) located at 1402 N. Hackberry, San Antonio, Texas.

Appeals:

1. The decision of the Hearing Officer involving placement at the District's DAEP is final and may not be appealed.
Board Policy FOC (LEGAL)
2. The decision of the Hearing Officer involving an expulsion and placement at the BCJJA may be appealed to the Board of Trustees:

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- a. Within five (5) days after receipt of the written decision of the expulsion, the student or the student's parent or guardian must submit a written notice of appeal to the Superintendent of Schools and request that the Superintendent schedule a hearing before the Board of Trustees;
 - b. Failure to appeal within the five days of the receipt of the written decision shall constitute a waiver of the appeal;
 - c. The Superintendent shall provide the student or the student's parent or guardian written notice of the date, time, and place of the Appeal Hearing;
 - d. The Board of Trustees will review the record of the due process hearing and may hear a statement from the student and or the student's parent and from the Hearing Officer;
 - e. The Board shall base its decision only on the record and recommendation prepared by the Hearing Officer; The Board shall communicate its decision in writing to the student and the student's parent within 15 days after the Appeal Hearing.
 - f. The expulsion and placement at BCJJA will remain in effect pending the outcome of the appeal and subsequent appeals, if any;
 - g. No educational services shall be provided to the student beyond those at the JJAEP; except as determined by the ARD committee in the case of a student with a disability receiving special education services.
3. **A disabled student shall not be excluded from his current placement for more than ten (10) days without ARD committee action to determine appropriate services in the interim.**
 4. The decision of the Board of Trustees may be appealed by trial *de novo* to a district court in Bexar County. Board Policy FOD (LEGAL)

Continued Misconduct:

If, during the term of a placement at the DAEP or of expulsion and placement at the BCJJA ordered under this section, a student engages in additional conduct for which placement in a disciplinary alternative education program is required or permitted, additional proceedings may be conducted under this section regarding that conduct and the Hearing Officer may enter an additional order as a result of those proceedings.

VIII. EMERGENCY PLACEMENT:

- A. In an emergency:
 1. On request by a campus administrator, the Hearing Officer will evaluate the misconduct that is the reason for the referral.
 2. The reason must be a reason for which placement in a disciplinary alternative education program or expulsion may be made on a non-emergency basis.
 3. The Hearing Officer **may** order the immediate placement of a student into the DAEP if the Hearing Officer determines that there is a reasonable belief that the student's behavior is so unruly, disruptive, or abusive that the student's presence seriously interferes:
 - a. With a teacher's ability to communicate effectively with the students in a class,
 - b. With the ability of the student's classmates to learn, or
 - c. With the operation of school or a school-sponsored activity.

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4. The Hearing Officer **may** order the immediate expulsion and placement at BCJJA if the Hearing Officer determines that there is a reasonable belief that the action is necessary to protect persons or property from imminent harm.
 5. When an emergency placement occurs:
 - a. The student will be given oral notice of the reason for the action.
 - b. Within a reasonable amount of time after the emergency placement, but not later than the 10th day after the date of the placement or expulsion, the student shall be accorded the appropriate due process required under Section X.
- B. If 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 and regulations and will be consistent with the consequences that would apply to a student without a disability.

The Board of Members delegate to the Hearing Officer the authority to remove a student identified as a registered sex offender from his or her regular campus and to place the student in the appropriate alternative education program. The decision of the Hearing Officer involving the placement of the student in an alternative education program is appealable to the Board of Trustees on the sole issue of the student's status as a registered sex offender. The decision of the Board of Trustees is final may not be appeal.
Board Policy FOD (LEGAL)

IX. REGISTERED SEX OFFENDERS:

- A. To the extent of any conflict between a provision of this section and Section 10, **this section prevails.**
- B. This section **applies** to a student who is required to register as a sex offender.
- C. This section **does not apply** to a student who is no longer required to register as a sex offender, including a student who receives an exemption from registration or a student who receives an early termination of the obligation to register.
- D. On receiving notice that a student is required to register as a sex offender, the Hearing Officer shall remove the student from the regular classroom and determine the appropriate placement of the student.
 1. The Hearing Officer **shall** place a student who is under any form of court supervision, including probation, community supervision, or parole, in the appropriate alternative education program for at least one semester.
 - a. If a student under any form of court supervision transfers to another district or into this District during the student's mandatory placement in an alternative education program, the district to which the student transfers may:
 - 1) Require the student to complete an additional semester in the appropriate alternative education program without conducting the review of the student's placement for that semester required below; or
 - 2) Count any time spent by the student in an alternative education program in the district from which the student transferred toward the mandatory placement

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- required.
2. The Hearing Officer **may** place a student who is not any form of court supervision in the appropriate alternative education program one semester or in the regular classroom, **unless** the Hearing Officer determines that the student's presence in the regular classroom:
 - a. Threatens the safety of other students or teachers,
 - b. Will be detrimental to the educational process, or
 - c. Is not in the best interest of the District's students.
 3. If a student not under any form of court supervision transfers into this District, the Hearing Officer shall determine whether to place the student in the appropriate alternative education program or in the regular classroom
 4. In making this determination, the Hearing Officer shall convene the review committee described below to make their recommendation.
- E. At the end of the first semester of a student's placement in an alternative education program, the Hearing Officer shall convene a committee to review the student's placement in the alternative education program.
1. The committee must be composed of:
 - a. A classroom teacher from the campus to which the student would be assigned were the student not in the alternative program;
 - b. The student's parole or probation officer or a representative of the local juvenile probation department;
 - c. An instructor from the alternative education program to which the student is assigned;
 - d. A school district designee selected by the Hearing Officer; and
 - e. A counselor employed by the school district
 2. The committee by majority vote shall recommend to the Hearing Officer whether the student should be returned to the regular classroom or remain in the alternative education program.
 - a. If the committee recommends that the student be returned to the regular classroom, the Hearing Officer shall return the student to the regular classroom unless the Hearing Officer determines that 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.
 - b. If the committee recommends that the student remain in the alternative education program, the Hearing officer shall continue the student's placement in the alternative education program unless the Hearing Officer determines that the student's presence in the regular classroom:
 - 1) Does not threaten the safety of other students or teachers;
 - 2) Will not be detrimental to the educational process; and
 - 3) Is not contrary to the best interest of the District's students.
- F. If, after receiving a recommendation, the Hearing Officer determines that the student should remain in an alternative education program, the Hearing Officer shall before the beginning of each school year convene the committee to review the student's placement in an alternative education program.

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G. Guidelines for Placement:

1. The Hearing Officer shall place the student in the BCJJA if:
 - a. The Memorandum of Understanding between the District and Bexar County Juvenile Board requires it; or
 - b. If a court orders the placement of the student in a juvenile justice alternative education program;
2. Otherwise, the Hearing Officer shall place the student in the District's DAEP.

H. Students with Disability

1. The initial placement under this section of a student with a disability who receives special education services must be made in compliance the Individual with Disability Education Act, 20 U.S.C. Section 1400 etseq.
2. The review of the student's placement at the end of the first semester of placement for a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. The ARD committee may request that the Hearing Officer convene the review committee described above to assist the ARD committee in conducting its review.

X. TRANSFER OF STUDENTS INVOLVED IN SEXUAL ASSAULT:

A. This section applies to:

1. A student
 - a. Who has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication of the offense of sexual assault or aggravated sexual assault committed against another student who, at the time the offense occurred, was assigned to the same campus as the student convicted or placed on deferred adjudication under the Texas Penal Code; or
 - b. Who has been adjudicated as having engaged in, whose prosecution has been deferred for engaging in, or who has been placed on probation for engaging in the offense of continuous sexual abuse of a young child or children, sexual assault, or aggravated sexual assault committed against another student under the Texas Family Code.
2. A student who is the victim of the continuous sexual abuse of a child or children, sexual assault, or aggravated sexual assault.

B. On the request of the parent of a student who is a victim:

1. The Board of Trustees shall transfer the student to
 - a. A district campus other than:
 - b. The campus to which the student was assigned at the time the conduct occurred; or
 - c. The campus to which the student who engaged in the conduct was assigned, if the student who has engaged in the conduct has been assigned to a different campus since the
 - d. conduct occurred; or
 - e. A neighboring school district, if there is only one campus in the District serving the grade level in which the student is enrolled; or

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2. If the student does not wish to transfer to another campus or district, the Board of Trustees shall transfer the student who engaged in the conduct to:
 - a. A district campus other than the campus to which the student who is the victim of the conduct is assigned; or
 - b. The District's DAEP or the BCJJA, if there is only one campus in the district serving the grade level in which the student who engaged in the conduct is enrolled.
- C. A transfer of a student who is the victim of the conduct must be to a campus or school district, as applicable, agreeable to the student's parent.
- D. To the extent permitted under federal law, the District shall notify the parent of the student who is the victim of the conduct of the campus or program to which the student who engaged in the conduct is assigned.
- E. This section applies regardless of whether the conduct occurred on or off of school property.
- F. The District is not required to provide transportation to a student who transfers to another campus or school district under this section.

XI. DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP):

- A. Each district shall provide a Disciplinary Alternative Education Program that:
 1. is provided in a setting other than the student's regular classroom
 2. is located on or off a regular school campus
 3. provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program
 4. focuses on English, language arts, mathematics, science, history, and self-discipline
 5. provides supervision and counseling
- B. Disciplinary Alternative Education Programs include placement in:
 - on-campus suspension (OCS)
 - being transferred to a different campus
 - a discipline alternative education program setting (short-term or long-term placement)
 - in a school-community guidance center
- C. The Disciplinary Alternative Education Program (DAEP) is a state mandated alternative placement program provided for students who violate the Student Code of Conduct. The program is designed to provide a disciplined setting which creates an opportunity for improving the students' self-discipline and responsibility through parental involvement, increased academic skills, and improved communication strategies that will result in success when the student returns to his or her the home campus.
 1. Goals of the DAEP:
 - a. To provide the resources to students to identify appropriate behavior
 - b. To provide a setting other than the student's regular classroom
 - c. To be located away from the regular campus
 - d. To focus on English Language Arts and Reading, mathematics, science, history, and self-discipline

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- e. To provide for the student's educational and behavioral needs by providing supervision and counseling to teach self-discipline
2. The student's overall performance which includes attendance, grades, behavior, and discipline are addressed before being released from DAEP.
3. DAEP Curriculum:
 - a. The DAEP teachers will provide students with English Language Arts and Reading, Mathematics, Social Studies, Science, Edgenuity and self-discipline to meet student's educational and behavioral needs.
4. DAEP Dress Code:
 - a. A student placed in the DAEP will comply with the District's Dress Code and will also comply with these additional dress and appearance restrictions.
 - b. A distinctive shirt with a DAEP logo and mascot will be issued to the student on enrollment. A fee of \$10.00 will be charged for a lost or damaged DAEP shirt.
 - c. A Student will wear the following:
 - 1) The DAEP shirt,
 - 2) Plain blue jeans (high school only) or khaki school uniform pants (middle school only),
 - 3) Solid white or grey tennis type shoes tied or secured with white laces or Velcro straps,
 - 4) White or grey socks and plain brown or black belt
 - d. The DAEP shirt will be worn tucked in at the waist without any other shirt over or under it.
 - e. Pants will be cinched with a belt at the waist and will not sag at the ankle. Dickies, overalls, coveralls, or cargo pants are not permitted. No sagging pants will be allowed. Pants and shirts must be worn at the waist.
 - f. Coats, sweaters, or other outerwear must be removed on entering the DAEP building.
 - g. No hoodies or pull-over tops are allowed.
 - h. No rips or tears of any kind will be allowed on any clothing
 - i. Caps, hats, or other headwear as well as hairclips, barrettes, headbands, or similar hair accessory items are not permitted.
 - j. Jewelry, piercings or otherwise, is not permitted either visible or under clothing.
 - k. Hair must be kept neat and clean. Any student with long hair will be required to wear their hair in a bun. No bobby pins, clips, barrettes or ribbons of any kind will be allowed. Girls may wear only one hair tie. Hair tie will be provided by the campus as needed. Hairstyles that are disruptive to the educational setting will not be allowed. No haircuts with designs, unnatural hair colors such as red, pink, blue, etc. Will be allowed. Eyebrows cannot be shaved. Student with shaved eyebrows will have them filled. The DAEP principal makes the final decision regarding dress/grooming as per Board Policy FNCA.
 - l. Purses, backpacks, or other similar bags or carryalls are not permitted.
 - m. No artificial nails, nail polish, tongue rings, or facial jewelry will be allowed on campus. Students with piercings or polished nails will be required to remove them. Dermal are required to be covered with tape or a band-aid.
 - n. Visible tattoos must be covered at all times with tape, Band-Aids, a sleeve or

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some other type of covering. There are not exceptions.

- o. Students are allowed to have 1 key, a cell phone and 1 set of earbuds, but they must be turned in. If a phone is not turned in and later found, it will be confiscated. The parent may pick up confiscated cell phones from the principal's office for a fee of \$15.00. No exceptions. DAEP is not responsible for lost items including cell phones.
- p. No personal items (including but not limited to cell phones, cosmetics and personal hygiene items) are permitted.
- q. Edgewood ISD is not responsible for the loss of or damage to unauthorized items that are brought into the DAEP.
- r. A student who is not dressed in compliance with the dress code will be dealt with administratively. If the student must be sent home for non-compliance with the dress code, the student will be charged with an unexcused absence.
- s. A student's parent can pick up items that are confiscated due to student violation of this code at the end of the student's placement at the DAEP.
- t. No outside food or drinks are allowed at any time. Chewing gum is not allowed.
- u. Students should not bring anything to DAEP while assigned. No books, folders, purses, backpacks are necessary. All required school items will be provided by the school. Student should not bring anything to DAEP while assigned.
- v. Students are not allowed to leave the classroom. Students will be escorted to and from all areas such as classes, lunch and restroom breaks. This includes after school dismissal and other activities. All students will transition at a level 0. No hand gestures, handshakes or hugs are allowed at any time while on school property. All students must remain in a straight line.
- w. Students are not allowed near any EISD property or be within 300 feet of any EISD school while assigned to DAEP. Violations are considered trespassing and subject to possible arrest for trespassing.

Note: all students will be administratively searched before entering the building.

- D. A student removed to the DAEP will have the opportunity to complete a course needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. Students and their parents are encouraged to discuss the options available with the student's teacher or counselor to ensure the student completes all work required for the course or grade level.
- E. A student removed from the regular classroom to in-school suspension or another setting, other than the DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school.

XII. COURT INVOLVEMENT:

Not later than the second business day after the date a hearing is held, the Hearing Officer shall deliver a copy of the order placing a student in the DAEP or expelling a student to the BCJJA. Except as noted below, the Hearing Officer may determine whether:

- A. A petition should be filed alleging that the student is in need of supervision or has engaged in delinquent conduct.
- B. The student should be referred to an appropriate state agency.

NOTE: If a student is expelled for continuing to engage in serious or persistent misbehavior after being placed in the DAEP, the Hearing Officer shall refer the student to the authorized office of the juvenile court for appropriate proceedings under Texas Family Code.

Unless the Bexar County Juvenile Board has entered into a Memorandum of Understanding with the Board of Trustees concerning the juvenile probation department's role in supervising and providing other support services for students in a disciplinary alternative education programs, a court may not order a student expelled under the Student Code of Conduct to attend a regular classroom, a regular campus, or the District's DAEP as a condition of probation.

Unless the Bexar County Juvenile Board has entered into a Memorandum of Understanding as described above, if a court orders a student to attend the District's DAEP as a condition of probation once during that school year, and the student is referred to juvenile court again during the school year, the juvenile court may not order the student to attend the District's DAEP without the District's consent until the student has successfully completed any sentencing requirements the court imposes. Any placement in the District's DAEP by a court under this section must prohibit the student from attending or participating in school-sponsored or school-related activities.

If a student is expelled under the Student Code of Conduct, the District may readmit the student while the student is completing any court disposition requirements the court imposes. After the student has successfully completed any court disposition requirements the court imposes, if the student meets requirements for admission into the public schools established by this Texas Education Code, the District may not refuse to admit the student, but the District may place the student in the DAEP. The student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

XIII. STUDENT CONDUCT:

A. Conduct at Athletic Events/Other Functions:

Students are expected to demonstrate good sportsmanship to officials, students, and patrons be they participants or spectators. A school's good reputation and name can be ruined by thoughtlessness and irresponsible behavior at athletic events or other

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functions. Any student found guilty of inappropriate behavior will face serious discipline consequences.

B. **Conduct and Extracurricular Activities:**

1. Students who participate in extracurricular activities and represent their campus in various activities are viewed as role models. Therefore, a high standard of behavior is expected from them.
2. Participating in extracurricular activity is a privilege. Any student who chooses to accept this privilege must be fully aware and accept the fact that he/she is a representative of the school as well as the Edgewood District and will be held to a higher standard of conduct than that applied to the other students. This applies to both school-related and non-school-related activities and in the classroom.
3. Sponsors and coaches of all extracurricular activities, including interscholastic activities, band, choir, and literary events, will develop and enforce standards of behavior that are higher than the District-developed Code of Conduct and may condition membership or participation in the activity on the adherence to those standards.
4. Extracurricular standards of behavior will take into consideration conduct that occurs at any time, on or off school property, and in the classroom.
5. The standards for extracurricular activities will be prepared by the coaches and sponsors and will be approved by the principal and the Executive Director for Campus Leadership before they are presented to the students and parents. These written standards will be presented to the students and parents at the beginning of each school year or, in some instances, when the students report for practices that occur before the actual beginning of classes.
6. Students and their parents shall sign and return to the sponsor or coach an agreement that they have read the standards and consent to them as conditions of participation in the activity.
7. Standards of Conduct of an extracurricular activity are independent of the District's Student Code of Conduct. Violations of the extracurricular standards of conduct that are also violations of the student code of conduct may result in independent disciplinary action.
8. A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation or organizational standards of conduct of an extracurricular activity or of violation of the Student Code of Conduct.

C. **Disruption Rule:**

The disruption rule is extended to off campus conduct that disrupts the educational activities of a school.

D. **Bullying and Harassment Violations:**

1. Edgewood ISD prohibits conduct that consists of bullying or harassment. Edgewood ISD ensures that district employees will enforce all prohibitions against bullying, harassment, and making of hit lists. Additionally, options for managing students in the classroom and on school grounds; disciplining student; and preventing and intervening in student discipline problems, including bullying, harassment, and making of hit lists are included in the Edgewood ISD personnel handbook.
2. Bullying and cyberbullying are defined in the glossary at the back of the Student Code of Conduct.

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3. In addition to the penalties and consequences set forth in this Student Code of Conduct that may be imposed on a student having found to have engaged in bullying behavior, pursuant to state law, on the request of a parent, a student, who is a victim of bullying as determined by the Board of Trustees, may receive a transfer to another classroom at the campus to which the victim was assigned at the time the bullying occurred or another campus in the school district.
4. The board of trustees or the board's designee shall verify that a student, for whom the request for transfer has been submitted, has in fact been a victim of bullying before transferring the student under this section. Past student behavior may be considered when identifying a bully. The determination by the board of trustees or the board's designee is final and may not be appealed. The district is not required to provide transportation to a student who transfers to another campus. There are no hearings and appeals for a transfer due to bullying behavior.
5. Although the District respects a student's right to freedom of expression under the First Amendment, a student may be disciplined for conduct constituting cyberbullying as defined in this Student Code of Conduct.

E. **Sexual Harassment:**

1. Every student has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. Sexual harassment is a serious offense that will result in serious consequences. Student to student sexual harassment consists of any unwelcome sexual advances, request for sexual favors, or other inappropriate verbal, written or physical contact of a sexual nature directed toward any other individual. Employee to student sexual harassment consists of any **unwelcomed or welcomed** sexual advances, request for sexual favors, or other inappropriate verbal, written or physical contact of a sexual nature directed toward any other individual. Romantic relationships between employees and students are not allowed. Sexual harassment should be brought to the attention of the counselor or administrator immediately.
2. There are no limitations on the term of placement of a student who has engaged in conduct that constitutes a sexual assault.

F. **Care of Property:**

1. The physical conditions and care of a campus reflects the attitudes and ownership of students and adults who work in it. A clean, well-kept building reflects the pride and manners of the students and those who guide them. Students are expected to take care of District property.
2. Parental liability:
 - a. A parent is liable for any property damage proximately caused by:
 - 1) Negligent conduct of the child if the conduct is reasonably attributable to the negligent failure of the parent to exercise that duty or
 - 2) The willful and malicious conduct of a child who is at least twelve years of age but less than eighteen years of age Family Code 33.01.
 - b. If a child, age ten through sixteen, engages in conduct that results in damage to District property, the District may institute formal charges for the purpose of having the juvenile court order the child, or parent, to make full or partial restitution to the District in accordance to law, Family Code 51.01 and 54.041.

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G. Extortion/Shakedown:

A student who obtains from another student anything of value through the use of threats, intimidation, or coercion is guilty of a serious breach of discipline and will be subject to prosecution under the law and disciplinary action by the school district.

H. Evasion:

If a student attempts to evade questioning by any school official through an act of running away from that official, or seeks to avoid the questioning through any method, that student, by his/her action, is subject to disciplinary action by the school district. Students must, upon request of any school official, produce and show their student identification (ID) cards. If a student refuses to produce and show his/her student identification (ID) card, if applicable, that student is subject to disciplinary action.

I. Fighting:

Students who engage in fighting will be subject to disciplinary consequences and may be issued a citation under Section 42.01, Texas Penal Code or other applicable law. Section 42.01(a)(6) states that a person commits an offense if the person fights with another in a public place. This offense is a class C misdemeanor and carries a fine of up to \$500.

J. Fireworks:

Students who pass, ignite, or discharge fireworks of any kind, on or around a school campus, will be subject to disciplinary action. Violations of the law would subject the offender to legal prosecution.

K. Gambling:

Gambling is defined as the playing of games of chance for stakes or the risking of something of value with the hope of making a gain; wagering. Gambling of any form will not be permitted on the school campus or any place at which a school contest or activity is taking place. State law controls gambling. District administrators will enforce the law.

L. Gangs and Gang Activity: (Expectation – Elimination of Gang Activity)

1. A "gang" is any group of three or more persons who have a common identifying sign or symbol who continuously or regularly associate in the commission of criminal activities.
2. Students are prohibited from any form of gang involvement or activities while at school, at any school facility, at any school-sponsored activity or on a school bus. Gang activity and gang involvement may include but are not limited to the following:
 - a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, tattoos, or other affiliating or sign of affiliation in any gang
 - b. Committing any act or using any speech, either verbal or non-verbal (activities, handkerchiefs, etc.) showing membership or affiliation in a gang
 - c. Soliciting for membership in any gangs
 - d. Extortion or requesting pay for protection or intimidating or threatening any person
 - e. Inciting other students to act with physical violence upon any other person
 - f. Engaging in conduct with others in intimidating, fighting, assaulting, or threatening to assault others

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3. Gang graffiti is any inscription or drawing on folders, books, a wall, sidewalk, or other surface traditionally used by gangs to mark their territory. Graffiti marks a gang's territory; it challenges rivals to fight and leads to violence. Students engaged in this activity face serious disciplinary consequences and legal consequences.

M. **Hazing:** (Expectation – Elimination of Hazing)

1. The district prohibits hazing. "Hazing" means any intentional, knowing, or reckless act directed against a student, by one person alone or acting with others, which endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes, but is not limited to:
 - a. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity
 - b. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health or safety of the student
 - c. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health or safety of the student
 - d. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above.
 - e. Any activity that induces causes or requires the student to perform a duty or task that involves a violation of the Penal Code. (Tex. Educ. Code § 37.151)

N. **Laser Pointers:**

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school. Laser pointers will be confiscated, and students will be disciplined according to the Student Code of Conduct.

O. **Loitering:**

Loitering is the act of lingering idly or aimlessly about a place; wasting time or dawdling. Loitering on school property, after being warned by the person in charge, shall be reported to law enforcement officials. School property shall include the grounds of any public school and any grounds or building used for school-sponsored assemblies or activities.

P. **Nuisances:**

Certain items, considered nuisances by the principal, are not permitted on school premises. Specific examples are radios, electronic devices or games, cellular phone, tape recorders, camcorders, DVD players, cameras, jewelry, toys, and other nuisances. Students bringing nuisance items on campus are subject to disciplinary action according to the Student Code of Conduct. **School personnel will not be responsible for the recovery or reimbursement of such items.**

Q. **Paging Devices/Cell Phones:**

1. A **paging device** is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The District shall permit students to possess **paging devices, cell phones, CD players or radios** while on school property; however, electronic devices on school property must remain turned off and out of sight (that is, in the student's locker or backpack) during the instructional day. Students may be permitted to possess and use electronic devices on school buses and while attending school-sponsored or school-related activities on or off school property that are not instructional in nature.
2. Campus administrators shall have the authority to determine the appropriate use of paging and electronic devices by students attending school-sponsored or school-related activities on or off school property, provided that such determinations have been clearly communicated to students prior to enforcement.
3. Students who violate this policy shall be subject to established disciplinary measures. District employees **shall confiscate** any electronic devices used in violation of this policy. State law allows the District to charge an **administrative fee of fifteen dollars to return a confiscated electronic device.**

R. **Paraphernalia:**

1. In addition to the statutory ban on the possession, use, or transmittal of controlled substances, dangerous drugs, and alcohol, the District prohibits:
 - a. The possession, use, or transmittal of paraphernalia related to any prohibited substance
 - b. The possession, transmittal, sale, or attempted sale of what is represented to be any prohibited substance
2. Students who violate this policy shall be subject to disciplinary action and may be required to complete an appropriate rehabilitation program.

S. **Possession of Weapons/Explosives:**

1. In addition to weapons prohibited by state and federal law, a student shall not possess, handle, use, display, and/or transport any object that can be considered a weapon, including but not limited to the following:
 - a. explosives, including fireworks, poppers, etc.;
 - b. razors
 - c. knives of any kind
 - d. stun guns, BB guns, pellet guns, air guns, laser guns, tranquilizers guns, knuckles, etc.

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- e. chemical dispensers sold commercially for personal protection that are not covered by the Texas Penal Code (e.g., mace, pepper spray, etc.)
 - f. bows, arrows, numb chucks, boomerangs, cross-bows, and clubs, ammunition;
2. Additionally, it is a criminal offense to intentionally exhibit, use, or threaten to exhibit or use a firearm in a manner intended to cause alarm or personal injury to another person or to damage school property in or on any property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school; or on a school bus being used to transport children to and from school-sponsored activities of a private or public school.

T. **Steroids:**

1. Anabolic steroids are for medical use only. State law prohibits possessing, dispensing, delivering, or administering an anabolic steroid in any manner not allowed by state law. State law provides that bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person. A violation of state law concerning anabolic steroids or human growth hormones is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Corrections.
2. A student participating in UIL sanctioned athletic activities may be required to participate in random testing for illegal steroid use in accordance with state law and rules. For more detailed information, contact the Athletic Director at 444-7949.

U. **Self Defense:**

Self-defense shall be considered as a factor in a decision to order suspension, removal to DAEP or expulsion provided that the following essential elements of a "self defense" claim are met:

- a. The student must not have been involved in provoking the situation.
- b. The student must be in a situation that the danger is imminent, meaning there is no convenient or reasonable mode of escape.
- c. The student must use only the force necessary to protect themselves against the aggressive student. The force must be reasonable and in proportion to the force being used. Reasonable force is defined as the degree of force which is not excessive and is appropriate in protecting oneself

V. **Terroristic Threats:**

1. A person commits an offense if he threatens to commit any offense involving violence to any person or property with intent to:
 - a. Cause a reaction of any type to his threat by an official or volunteer agency organized to deal with emergencies
 - b. Place any person in fear of imminent serious bodily injury
 - c. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other

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form of conveyance, or other public place

- d. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply, or other public service.

W. **Tobacco Use:**

A student commits an offense if he/she is in possession of a burning tobacco product or using tobacco products (snuff or chewing tobacco, cigarettes, e-cigarettes; and any component, part, or accessory for an e-cigarette device or cigars) on school premises or at school-related functions. Students are also prohibited from wearing or displaying tobacco insignia or apparel.

X. **Trespassing:**

Trespassing is defined as a person entering or remaining on property or in a building of another without effective consent and the person had notice the entry was forbidden or received oral or written notice to depart but failed to do so. Citations by EISD Police Department may be issued to any persons refusing to comply with the directives of school personnel for refusal to vacate property.

Y. **Vandalism (Destruction of or Damage to Property):**

Willful vandalism on the part of students who damage or destroy buildings, grounds, vehicles, and/or equipment owned or contracted for by the district will be investigated and, if students are found guilty of such vandalism, the students and their parents will be held financially accountable. Students found guilty of an act of vandalism will be subject to disciplinary action and prosecution under the law. This accountability includes damage to buses used to transport students to and from school and school-sponsored activities.

XIV. LAW ENFORCEMENT:

A. **Edgewood Police Department:**

1. Student conduct is governed by both Edgewood ISD policy and State Law.
2. Student conduct is primarily the responsibility of Edgewood ISD administrators and teachers.
3. Edgewood ISD Police Department officers shall not become involved in matters concerning minor administrative student discipline, whenever possible.
4. If an Edgewood ISD officer observes an incident concerning minor administrative student discipline, which the officer feels needs attention, the officer shall inform the appropriate administrator or teacher of the incident.
5. Upon request, Edgewood ISD officers may assist administrators or teachers with major administrative incidents concerning student discipline.
6. If a request of this nature is made the Edgewood ISD officer may provide assistance but shall refrain from taking charge of the discipline matter, unless other circumstances so dictate.

B. **Questioning and Interviewing of Students:**

1. When law enforcement officers or other lawful authorities wish to question or

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interview a student at school in an official investigation:

- a. The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student
- b. The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- c. The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- d. If the event is part of a child abuse investigation, the principal will cooperate fully regarding the conditions of the interview.

C. **Students Taken into Custody:**

1. State law requires the District to permit a student to be taken into legal custody:
 - a. To comply with an order of the juvenile court,
 - b. To comply with the laws of arrest,
 - c. By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision,
 - d. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court,
 - e. To comply with a properly issued directive to take a student into custody, or
 - f. By an authorized representative of Child Protective Services, Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
2. Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity, and, to the best of his or her ability, will verify the official's

authority to take custody of the student.
3. The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person rises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

D. **Student Released From Custody:**

If a student is brought to a school campus by a law enforcement officer who requests that the child will be released into the custody of the campus principal, the campus principal, his or her designee, or the peace officer assigned to the school campus can agree to assume responsibility for the student for the remainder of the school day. A reasonable attempt to notify the parent of the circumstances under which the student was brought to school will be made; however, a school official is not required to assume such responsibility or to notify the parents of this fact.

E. **Notification of Law Violations:**

1. The District is required by state law to notify:
 - a. All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court

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for any felony offense or for certain misdemeanors

- b. All instructional and support personnel who have regular contact with a student who has been convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors
- c. Any teacher who has regular contact with a student through a classroom assignment of the conduct of a student who has engaged in a violation that is a mandatory or permissive expellable offense.

F. **Use of Force to Maintain Discipline:**

The use of force, but not deadly force, against a person is justified if the actor is entrusted with the care, supervision, or administration of the person for a special purpose when and to the degree the actor reasonably believes the force is necessary to further the special purpose or to maintain discipline in a group.

G. **Searches:**

1. Search is defined as looking through, inspecting or exploring carefully or thoroughly in order to locate something. When principals or their designated administrative representatives have reasonable cause that a student, desk, school locker, vehicle, or other repository contains illegal and/or dangerous items or controlled substances, the principals have the right to search that student, desk, locker, vehicle, or repository. Searches may include any book bag, gym basket, vehicle, purse, supply packets, or anything that contains the student's personal effects.
2. A search is reasonable if it meets both of the following criteria:
 - The action is justified at the inception,
 - The school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation,
 - The scope of the search is reasonably related to the circumstances that justified the search in the first place, and
 - The measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.
3. Vehicles parked on district property may be searched if reasonable suspicion exists to believe that contraband is inside the vehicles. A student shall be responsible for any prohibited item found in lockers or vehicles parked on school property.
4. Lockers and desks are property of the Edgewood Independent School District and are subject to inspection/search.
5. School officials may search a student's outer-clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent.
6. Students attending school-related field trips may have luggage/school bags searched before loading the bus by an administrator or a group sponsor.
7. Any person entering the premises of any school shall be deemed to have consented to a reasonable search of his or her person and effects.
8. Metal detectors and/or hand searches may be used before participation in school dances.

H. Administrative Searches:

- a. Any student who leaves the school grounds without permission and returns that school day will be searched, if the student returns in a vehicle the student and the vehicle will be searched.
- b. Any student found in an unauthorized area of the school or District facility located on the school grounds will be searched.
- c. The search will be conducted by the Principal or their designated Administrative Representative.

I. Searches by Trained Dogs:

1. The District shall use specially trained non-aggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF (LEGAL), and alcohol. This program is implemented in response to drug and alcohol related problems in District schools, with the objective of maintaining a safe school environment conducive to education.
2. The district has engaged a private canine drug detection company to function in a preventive and pro-active manner to deter students from bringing, using, transferring illegal substances at school. The dogs are trained to detect the odors from illegal drugs, alcohol, gunpowder, fireworks and certain over-the-counter drugs. The dogs are used to randomly check student book bags, lockers, cars, as well as school buildings and grounds.
3. Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be used on students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.
4. The dogs and their handlers are continually escorted by an administrator during their visit and work together in responding to "alerts" made by the dogs.
5. When an alert is made by the dog on a student's possession, (individuals are never checked by the dogs), the student is informed of the dog's interest, informed of what the dog will alert on, asked what the dog may be showing an interest in and then asked if the administrator can do a search of the possession alerted.
6. The administrator may also do a search of the person, their locker, vehicle and any other possessions.

J. Video Surveillance Data

Video surveillance data collected from cameras on school property is treated as confidential as per the provisions of the Family Educational Rights and Privacy Act (FERPA) and not subject to public disclosure. School officials may share video footage with a student or parent but only if the video does not disclose personally identifiable information regarding another student. Personally identifiable information may only be disclosed to third parties in very narrow circumstances such as in response to a judicial order or subpoena.

XV. Individuals with Disabilities Education Act (IDEA) Amendments of 2004 Discipline Section

NOTE: A disabled student shall not be excluded from his current placement for more than ten (10) days without ARD committee action to determine appropriate services in the interim.

A. Placement in a Disciplinary Alternative Education Setting:

A student with a disability is subject to applicable federal and state law requirements in addition to the requirements stated in the Edgewood Student-Parent Handbook. To the extent that any conflict exists, federal law will prevail. State law provides that a student (including a student with a disability), who engages in conduct for which placement in an disciplinary alternative educational program is applicable, may be suspended for three (3) school days per behavior violation. However, a student with a disability may not be placed in a disciplinary alternative educational program solely for educational purposes if a student does not also meet the statutory criteria for alternative placement. A student may only be placed in a disciplinary alternative educational setting after the ARD Committee has met and held a manifestation determination review and considered whether the conduct at issue is a manifestation of the student's disability.

B. Manifestation Determination Review:

If a disciplinary action involving a change of placement for more than ten (10) consecutive school days or cumulative school days that constitute a pattern is contemplated for a student with a disability who has engaged in behavior that violated any rule or code of conduct of the District that applies to all students, the District shall notify the parents of that decision and of all procedural safeguards. Immediately, if possible, but in no case later than 10 school days after the date on which the decision for that action is made, a manifestation determination review must be conducted.

C. Misbehavior not Related to the Disability:

If as a result of the manifestation determination review, the ARD Committee determines that misbehavior was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. The District shall continue to provide a free appropriate public education to the student.

D. Misbehavior Related To The Disability:

A student with a disability may be placed into an interim alternative education setting for drugs and/or weapons offenses or offenses causing serious bodily injury for up to 45 school days regardless of whether the student's behavior is determined to be a manifestation of his or her disability.

E. Reporting Crimes:

1. Please Note: The discipline of students with disabilities who are eligible for services

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under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

2. Parents and/or students seeking more information regarding the discipline of students who receive special education services under IDEA are referred to the Director of Special Education, Mr. Jose Hinojosa 444-8103.
3. Federal law does not prohibit the District from reporting a crime committed by a student with a disability to the appropriate authorities. The District shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported.

F. **USE OF CONFINEMENT, RESTRAINT, SECLUSION, AND TIME-OUT:**

1. It is the policy of this District to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29, Texas Education Code.
2. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a lock box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.
3. In this subsection:
4. "Restraint" means 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.
5. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
 6. Is designed solely to seclude a person; and
 7. Contains less than 50 square feet of space.
8. "Time-out" means 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:
 9. That is not locked; and
 10. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
11. "Weapon" includes any weapon described under Section IX, E, 1 above.
12. A District employee or volunteer or an independent contractor or the District may not place a student in seclusion.
13. This subsection does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:
 14. The student possesses a weapon; and
 15. The confinement is necessary to prevent the student from causing bodily harm to the student of another person.
16. This subsection does not apply to:
 17. A peace officer while performing law enforcement duties;
 18. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of the District.

NO QUALIFIED PERSON SHALL, ON THE BASIS OF DISABILITY, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR OTHERWISE BE SUBJECTED TO

DISCRIMINATION UNDER ANY PROGRAM OR ACTIVITY WHICH RECEIVES BENEFITS FROM FEDERAL FINANCIAL ASSISTANCE.

XVI. SECTION 504, REHABILITATION ACT OF 1973 STUDENT PROTECTION SECTION

- A. In some instances, disabled students, other than students who qualify for services under Special Education, are protected from a significant change in placement, such as DAEP or expulsion.
- B. **SECTION 504 COORDINATOR:**
1. The district has designated Section 504 Coordinator, who may be contacted at (210) 444-4500. Check with the campus administrator for the Section 504 designee at each campus.
 2. Section 504 Coordinator or campus designee will notify the parents of their rights under Section 504. The address of the Regional Office which covers Texas is: Office of Civil Rights, Region VI at 1200 Main Tower Building, Room 1935, Dallas, Texas 75202, (210) 767-3959.

PARTICIPATION IN GRADUATION ACTIVITIES

The District has the right to limit a student's participation in graduation activities for violating the District's Student Code of Conduct. Participation might include, but is not limited to, a speaking role, as established by District policy and/or procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the District's Code resulting in a removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the District's Code resulting in removal to a DAEP, or expulsion during the semester immediately preceding graduation.

GLOSSARY

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03 (a) when a person commits robbery and:

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1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person

Armor-piercing ammunition is defined by Texas Penal Code 46.01 as handgun ammunition designed primarily

for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers.

Arson is defined by Texas Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - A. Any vegetation, fence, or structure on open-space land; or
 - B. Any building, habitation, or vehicle:
 1. Knowing that it is within the limits of an incorporated city or town,
 2. Knowing that it is insured against damage or destruction,
 3. Knowing that it is subject to a mortgage or other security interest,
 4. Knowing that it is located on property belonging to another,
 5. Knowing that it has located within it property belonging to another, or
 6. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - A. Recklessly damages or destroys a building belonging to another, or
 - B. Recklessly causes another person to suffer bodily injury or death.

Assault A person commits an offense if the person intentionally, knowingly, or recklessly causes bodily injury to another (See TEX. PENAL CODE Section 22.01(a)(1)); intentionally or knowingly threatening another with imminent bodily injury (See Tex. Penal Code Section 22.01(a)(2)); or as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative (See Tex. Penal Code Section 22.01(a)(3))

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying (David's Law)

1. Bullying, as defined in Section 37.0832 of the Education Code, as a single significant act or pattern of acts by one or more students directed at another student

that exploits an imbalance of power and involves engaging in:

- written or verbal expression;
- expression through electronic means; or
- physical conduct that:
 - Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - Is sufficiently severe, persistent or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;
 - Materially and substantially disrupts the educational process or orderly operation of a classroom or school; or
 - Infringes on the rights of the victim at school.

Bullying includes "Cyberbullying" which means bullying that is done through the use of electronic communication, including through the use of a cellular or other type of telephone, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, Internet website, or other Internet-based communication tool.

This section applies to:

1. bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. bullying that occurs on a publicly or privately owned school bus or van being used for transportation of students to or from school or a school-sponsored or school-related activity;
3. cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - (A) interferes with a student's educational opportunities; or
 - (B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

All employees are required to report student complaints of bullying to the principal or designee. No exceptions! No decision-making needed from the employee, just report.

Edgewood ISD provides a reporting tool under Let's Talk on the district website. Go to www.eisd.net click on Let's Talk and then select Edgewood Alert. Students, parents and staff can report bullying incidents anonymously through Edgewood Alert.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made or adapted for the purpose of dispensing a substance capable of causing an

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adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyber-Bullying – is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person commits an offense by recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. Delinquent conduct also includes conduct that violates certain juvenile court orders, including probation orders. Delinquent conduct does not, however, include violations of traffic laws.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other

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substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Texas Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon

False Alarm or Report occurs when a person knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies
2. Place a person in fear of imminent serious bodily injury
3. Prevent or interrupt the occupation of a building, room, or place of assembly

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

Graffiti is making marks with aerosol paint or an indelible marker on tangible property of the owner without the effective consent of the owner. The markings may include inscription, slogans, drawing, or paintings.

Handgun is defined by Texas Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:

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- a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
- b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
- c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
- d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
- e) Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

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

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

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Texas Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Texas Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

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Intimate visual material is defined by Texas Civil Practices and Remedies Code 98B.001 and Texas Penal Code 21.16 as *visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct*. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other videoscreen and any image transmitted to a computer or other video screen.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-restricted knife is defined by Texas Penal Code 46.01 as a knife with a blade over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Paraphernalia is any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

Parent includes a student's parent, guardian or other person in lawful authority over the student, unless otherwise indicated in this Code.

Possession means to have on a student's person or in the student's personal property, including but not limited to the student's clothing, purse, or backpack; in any private vehicle used by the student for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Prohibited weapon under Texas Penal Code 46.05(a) means: *The following items unless registered with the U.S. Bureau of Alcohol, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:*

1. An explosive weapon;
2. A machine gun;
3. A short-barrel firearm;
4. Armor-Piercing ammunition;
5. A chemical dispensing device;
6. A zip gun;
7. A tire deflation device;
8. An improvised explosive device; or

Public Lewdness is defined by Texas Penal Code 21.07 as an offense that occurs when a person knowingly engages in a act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

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Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief determination can be made by the Superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is using force against another when and to the degree a person reasonably believes the force is immediately necessary to protect him or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

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Terroristic threat is defined by Texas Penal Code 22.07 as a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

Time-Out means 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 or lock door.

Tire deflation device is defined in part by Section 46.01 of the Texas Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Texas Penal Code that typically involve injury to a person and may include

- Murder, manslaughter, or homicide under Sections 19.02, – .05, Texas Penal Code;
- Kidnapping under Section 20.03, Texas Penal Code;
- Trafficking of persons under Section 20A.02, Texas Penal Code;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06, Texas Penal Code;
- Assault under Section 22.01, Texas Penal Code;
- Aggravated assault under Section 22.02, Texas Penal Code;
- Sexual assault under Section 22.011, Texas Penal Code;
- Aggravated sexual assault under Section 22.021, Texas Penal Code;
- Unlawful restraint under Section 20.02, Texas Penal Code;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02, Texas Penal Code;
- Bestiality under Section 21.09, Texas Penal Code;
- Improper relationship between educator and student under Section 21.12, Texas Penal Code;
- Voyeurism under Section 21.17, Texas Penal Code;
- Indecency with a child under Section 21.11, Texas Penal Code;
- Invasive visual recording under Section 21.15, Texas Penal Code;

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- Disclosure or promotion of intimate visual material under Section 21.16, Texas Penal Code;
- Sexual coercion under Section 21.18, Texas Penal Code; Edgewood Independent School District Student Handbook
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04, Texas Penal Code;
- Abandoning or endangering a child under Section 22.041, Texas Penal Code;
- Deadly conduct under Section 22.05, Texas Penal Code;
- Terroristic threat under Section 22.07, Texas Penal Code;
- Aiding a person to commit suicide under Section 22.08, Texas Penal Code; and
- Tampering with a consumer product under Section 22.09, Texas Penal Code. [See FOC(EXHIBIT)]

Under the influence means not having the normal use of mental or physical faculties; however, the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol use.

Use means that a student has voluntarily introduces into his or her body by any means a prohibited substance recently enough that it is detectable by the physical appearance, breath, or speech.

Zip gun is defined by Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smoothbore or rifled-bore barrel by using the energy generated by an explosion or burning substance.