2019 – 2020

Student Handbook
Red Oak ISD
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<tr>
<th>School</th>
<th>Principal</th>
<th>Address</th>
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<td>ROISD Community &amp; Family Services</td>
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<td>Education Service Center</td>
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<td><a href="http://www.redoakisd.org">http://www.redoakisd.org</a></td>
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IN ORDER TO REDUCE THE AMOUNT OF PAPER USED AND TO REDUCE COSTS, THE DISTRICT WILL NO LONGER PRINT THE RED OAK ISD STUDENT HANDBOOK. THE HANDBOOK IS AVAILABLE AT THE DISTRICT WEBSITE AT www.redoakisd.org. SHOULD YOU REQUIRE COMPUTER ACCESS, A COMPUTER WILL BE MADE AVAILABLE FOR YOUR USE AT ANY DISTRICT CAMPUS.
# TABLE OF CONTENTS

PUBLIC NOTICES.................................................................................................................. 6
PREFACE .................................................................................................................................... 7

SECTION I PARENTAL RIGHTS................................................................................................. 9
  CONSENT, OPT-OUT, AND REFUSAL RIGHTS ...................................................................... 9
  REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A
  REQUIRED COMPONENT OF INSTRUCTION ...................................................................... 13
  RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT
  RECORDS/POLICIES ............................................................................................................. 15
  STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES ....................... 18

SECTION II OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS ............... 24
  ABSENCES / ATTENDANCE ................................................................................................. 24
  ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels) ................. 30
  ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST ........................................ 31
  ASSEMBLIES ........................................................................................................................ 31
  AWARDS, HONORS, AND SCHOLARSHIPS ....................................................................... 31
  BOOK BAGS .......................................................................................................................... 32
  BULLYING (All Grade Levels) .............................................................................................. 32
  CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only) ..... 33
  CELEBRATIONS (All Grade Levels) ...................................................................................... 34
  CHANGE OF ADDRESS ......................................................................................................... 34
  CHECK ACCEPTANCE AND RECOVERY .............................................................................. 34
  CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN.. 34
  CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only) ............ 36
  CLASS SCHEDULES (Secondary Grade Levels Only) .......................................................... 37
  COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID (Secondary Grade Levels Only) ........................................................................................................................................................................ 37
  COLLEGE CREDIT COURSES (Secondary Grade Levels Only) ......................................... 38
  COMMUNICATIONS – AUTOMATED ..................................................................................... 39
  COMPLAINTS AND CONCERNS (All Grade Levels) ......................................................... 39
  CONDUCT (All Grade Levels) .............................................................................................. 40
  COUNSELING ...................................................................................................................... 41
  COURSE CREDIT (Secondary Grade Levels Only) ............................................................... 42
  CREDIT BY EXAMINATION ................................................................................................. 42
  DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION ............... 43
  DELIVERIES ........................................................................................................................ 46
  DISCRIMINATION ................................................................................................................ 46
  DISTANCE LEARNING ........................................................................................................... 46
  DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS .... 47
PUBLIC NOTICES

Asbestos
The district’s Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available on each campus, and at the Red Oak ISD Education Service Center. If you have any questions, please contact Mike McCarty at 972.617.4151.

Lead
The Red Oak ISD, in compliance with the Lead Contamination Control Act of 1988, has made the testing to determine lead contamination in the school drinking water. Appropriate recommended procedures by the EPA to reduce lead in the water have been implemented in the areas that exceed 20 parts per billion. The results of water sampling are on file at the Red Oak ISD Education Service Center and are available for inspection upon request.

Pest Management Plan
The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)’s school assignment area may contact Mike McCarty at 972.617.4151.

Services for Students with Disabilities
Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see Section II of this handbook, or contact Rachel Kistner at 972.617.5895.

Board Meeting Notices
Board meeting notices are posted at the Red Oak ISD Education Service Center 72 hours prior to called meetings. Meetings are generally held on the third Monday of each month at 7:00 p.m.

**PLEASE NOTE:** All Red Oak ISD facilities are smoke free, weapon free, and drug free.
PREFACE

To Students and Parents:

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

The Red Oak ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

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

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

The Student Handbook is designed to align with board 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 Red Oak ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.roakisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus. A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the campus front office.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletters 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, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, represent a contract between any parent or student and the district.

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

In Red Oak ISD, all Acknowledgments and forms are distributed electronically through online enrollment and annual registration.

NOTE: References to board policy codes are included for ease of reference. The district’s official policy manual is available for review at http://pol.tasb.org/Home/Index/432.
Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Kevin Freels, Assistant Superintendent of District Operations, at kevin.freels@redoakisd.org or 972.617.2941.
SECTION I
PARENTAL RIGHTS

This section of the Red Oak ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Communication Between Home and School

Good communication between home and school regarding a child’s education is more than a “plus;” it is essential for the student to make the most of the opportunities provided. School communication starts with documents such as this handbook, progress reports and report cards, student work for parents to review and sign, and continues into interaction—messages and phone calls from teachers, and school open houses or back-to-school nights, for instance.

Communication might also include requests for conferences—initiated by the school or the parent—to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office for an appointment. Generally a teacher will be able to meet with parents or return calls during his/her conference period, although other mutually convenient times might be arranged as well.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

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

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

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

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

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

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

A student under the age of 14 must have parental permission to receive instruction in the district’s parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district’s health education classes.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a videotape or voice recording without parental permission for the following circumstances:
• When it is to be used for school safety;
• When it relates to classroom instruction or a co-curricular or extracurricular activity;
• When it relates to media coverage of the school; or
• When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

[See Video Cameras for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

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

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

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

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

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

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

Directory information will be released to those who follow the procedures for requesting the information.
However, a parent or eligible student may object to the release of a student’s directory information. 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.

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.

Red Oak ISD has designated the following information as directory information:

- Student’s name, address, telephone number, and major field of study.
- Photograph/image, participation in officially recognized activities and sports, and weight and height of athletic teams.
- Grade level, honors, awards and degrees received, and most recent educational institution attended.

Also review the information at Authorized Inspection and Use of Student Records.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

**Please note:** Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The district’s policy regarding student records is available from the superintendent’s office or on the district website at www.redoakisd.org under the school board policy link.

**Participation in Third-Party Surveys**

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

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

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

Parents will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

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

• Any survey concerning the private information listed in the prior section, regardless of funding. Red Oak ISD does participate in the surveys described under “Notice of Scheduled Surveys.”

• School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. NOTE: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. Red Oak ISD does not participate in marketing activities.

• Any non-emergency, non-invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. Red Oak ISD does not conduct any physical exams except those allowed by state law. [See policies EF and FFAA.]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

Notice of Scheduled Surveys

Following are activities requiring parental notice and consent or opt-out. Please note that this notice and authority to consent transfer from parent to student when the student reaches 18 or is an emancipated minor under state law.

1. Date: Spring in grades 6 and 11
Activity: Abstinence Survey
Summary: This is a voluntary, anonymous survey that asks students to respond to the issues presented in an abstinence assembly. Students are asked to rate the assembly and speaker. Also, students are asked about their level of sexual activity and if they would consider abstinence as a result of the program. Students may respond to all, part, or none of the survey.

Opt-Out: Permission forms must be signed prior to the assembly. Contact your counselor or principal if you wish to opt-out of this activity.
REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction
As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

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

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

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

- 4th grade girls video — “Always Changing”
- 5th grade boys video — “Always Changing”
- 5th grade girls video — “Always Changing”
- 6th grade Aim for Success — Why Abstinence? Because it Protects (Assembly)
- 7th grade Choosing the Best Path - Classroom program where students learn the facts about risks and consequences of sex before marriage, as well as the benefits of choosing healthy relationships. Step by step students develop the skills, character and commitment to remain abstinent until marriage.
- 9th grade Choosing the Best Journey - Classroom program that stresses the importance of committing to abstinence. It gives students information about healthy choices with activities that help students practice saying “NO”.
- 11th grade Aim for Success — Freedom to Succeed — Why Abstinence? Because it’s the Law (Assembly)

The complete SHAC Committee District Health Plan is available for parents to review, which includes the full descriptions of the Human Sexuality Program.

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

**Reciting a Portion of the Declaration of Independence in Grades 3-12**
You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in Social Studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

**Religious or Moral Beliefs**
You may request to remove your child temporarily from the classroom, if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The request must be in writing and cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

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

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

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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, see policies EC and EHBC, and contact the student’s teacher.
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.

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 non-custodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child’s misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy FO(LEGAL), and the Student Code of Conduct.]

Participation in Federally Required, State-Mandated, and District Assessments
You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.

Student Records
Accessing Student Records
You may review your child’s student records. These records include:

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

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

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5901

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

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

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

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, 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 school committee 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. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

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

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

The principal is custodian of all records for currently enrolled students at the assigned school, and of all records for students who have withdrawn or graduated from that school.

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. Addresses for each campus, and for the Red Oak ISD Education Service Center, may be found at the front of this handbook.
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 in the record is inaccurate. If the district denies the request to amend the records, the parent has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES AT FNG(LEGAL), Report Cards/Progress Reports and Conferences and Complaints and Concerns for an overview of the process.]

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at www.redoakisd.org.

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

**Teacher and Staff Professional Qualifications**

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

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

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

**STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

**Children of Military Families**

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than 5 excused
absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

Additional information may be found at Military Family Resources at the Texas Education Agency.

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

**Multiple Birth Siblings**

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

**Safety Transfers/Assignments**

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See policy FDB and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]

- Request the transfer of your child to another district campus or a neighboring district if your child has been the victim of a sexual assault by another student on the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

**Service/Assistance Animal Use by Students**

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

**Students in the Conservatorship of the State (Foster Care)**

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district’s established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the
state and who is moved outside the district’s or school’s boundaries, is entitled to continue in
enrollment at the school he or she was attending prior to the placement or move until the student
reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12
transfers to another district but does not meet the graduation requirements of the receiving district, the
student can request to receive a diploma from the previous district if he or she meets the criteria to
graduate from the previous district.

In addition, 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 any applications for admission or for 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 any examination fees by the
Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students who were formerly in
the conservatorship of the state.

[See also Credit by Examination For Advancement/Acceleration, Course Credit, and Students in
Foster Care for more information.]

Students Who Are Homeless
Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records,
or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one
semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a 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 school 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.
Students Who Have Learning Difficulties or Who Need 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.

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 person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Rachel Kistner at 972.617.5895.

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 Nancy Toney at 972.617.2941.

[See also Students with Physical or Mental Impairments Protected under Section 504.]

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

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

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education
The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Students Who Receive Special Education Services with Other School-Aged Children in the Home
If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home [See policy FDB(LOCAL).]

Students Who Speak 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 extra 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.

Students With Physical or Mental Impairments Protected under Section 504
A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law
designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

[See policy FB.]

[See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services for more information.]
SECTION II
OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

This section of the handbook contains information on academics and school activities, which is of particular interest to students. Students should take the time to review this information with their parents—especially if they are new to the district.

The section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student’s age or grade level. Please contact the campus principal if you have any further questions.

ABSENCES / ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Student attendance records are recorded in the student’s permanent file and can be an asset or liability in terms of future employment. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents. Each is discussed in the following sections.

Attendance Awards
To qualify for a district level perfect attendance award at the end of the school year, a student must be in attendance at school every day all day. Students who are late to school at the beginning of the day or leave prior to the end of the school day are not eligible for the perfect attendance awards.

Compulsory Attendance Overview
Age 19 and Older

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

Between Ages 6 and 19

The state compulsory attendance law requires that a student between the ages of 6 and 19 must attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial sessions, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.
A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

**Prekindergarten and Kindergarten**

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

**Exemptions to Compulsory Attendance**

**All Grade Levels**

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work and appropriate documentation is received (see Appendix D). These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

**Secondary Grade Levels**

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:
• An early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
• An election clerk, if the student makes up any work missed.

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

Failure to Comply with Compulsory Attendance
All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. [FEA(LEGAL)] A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action. [FEA(LOCAL)]

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

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

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

• late arrival to school is considered as part of a day, or
• early dismissals (leaving school before end of day) are considered parts of days.

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade
Kindergarten Through Grade 12

ROISD requires that a student must be in attendance at least ninety percent (90%) of the days each class period is taught. In other words, to receive credit or a final grade for a course that is taught in a certain class period, a student in kindergarten – grade 12 must attend at least 90 percent of the days class is offered. Each class period where period attendance is taken stands alone. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may earn credit or a final grade for the class by completing a plan approved by the campus principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class. Classes missed include both excused and unexcused absences.

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

Attendance Committee

The superintendent or designee shall make the specific appointments to the attendance review committee in accordance with legal requirements as stated in FEC(LOCAL).

Students who do not regain credit through a plan approved by the principal may be referred to the attendance review committee to hear petitions to determine whether there are extenuating circumstances for the absences and if credit or a final grade lost because of absences will be granted based on findings.

Should a student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic after a single day’s absence verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

Extenuating Circumstances

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

• If make-up work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
• A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.

• In reaching a decision about a student’s absences, the committee will attempt to ensure that its decision is in the best interest of the student.

• The committee shall consider the acceptability and authenticity of documented reasons for the student’s absences.

• The committee shall consider whether the absences were for reasons out of the student or parent’s control.

• The committee shall consider whether or not the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

• The student or parent shall be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

Options to Earn Credit

The principal or committee may impose any of the following conditions for receiving credit lost because of excessive absences. In all cases, the student must also earn a passing grade in order to receive credit. [FEC(LOCAL)]

• Completing additional assignments, as specified by the committee or teacher.

• Attending tutorial sessions as scheduled, which may include Saturday classes, before-and after-school programs.

• Maintaining the attendance standards for the rest of the semester.

• Taking an examination to earn credit.

• Attending a flexible school day program.

• Attending summer school.

• Attending Attendance School.

Violations of the 90% Rule

All absences are subject to the 90% Attendance Rule. Absences during any part of the day and days missed due to vacations or unrelated school trips will be counted towards the 90% Rule Violations and/or truancy violations.

1. Notification Warning Letters

• Students will begin receiving 90% attendance warning letters after the 5th absence regardless if it is excused or unexcused.

• Ninety Percent Warning Letters will be sent upon the accumulation of 5, 10, and 15 absences.
2. Consequences

A student who attends fewer than 90% of the days the class is offered and has not responded to the conditions stated in the 90% warning letters to make up lost instructional time, may incur any of the following consequences:

- Loss of Credits
- Promotion to next grade level denied
- Truancy Complaint
- Loss of Perfect Attendance

Vacations/Non-School Related Trips

All absences are subject to the 90% Attendance Rule. Days missed due to vacations or unrelated school trips will be counted and may result in loss of credit and/or promotion to the next grade level. Principals require prior notice of possible days missed due to vacations planned during the school year. After a thorough review of student’s records including grades, attendance and discipline records, the principal may or may not decide to excuse the requested days. If the absences are excused, they will still count towards violation of the 90% Attendance Rule. The following criteria must be followed:

- Parents notify the principal at least one week in advance in writing.
- All grades in all subjects must be passing.
- Discipline and attendance must be in good standing.
- Make prior arrangements with teachers at least one week before for make-up work. Make-up work due upon return.
- Students will not be approved during semester testing, benchmark testing or STAAR testing days and absences will be counted as unexcused.
- A maximum of 5 consecutive school days or one trip per school year not to exceed a maximum of 5 days is the maximum that can be requested for review by principal.

If prior arrangements have not been approved and make-up work is not submitted upon return, the absences will be marked unexcused and truancy charges along with violation of the 90% Rule will occur.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day as follows: High School – 10:30 a.m., Middle School – 9:30 a.m., and all Elementary Schools – 9:30 a.m.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the proper procedures for reporting and documenting their absence. Please call, email, or use the Online Absence Request through Family Access Portal to report an absence at the campus.

Documentation After an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an
emancipated minor under state law. A phone call, email from the parent, or the Online Absence Request submitted through Family Access Portal may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

**NOTE:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

**Doctor’s Note after an Absence for Illness (All Grade Levels)**
Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL).]

**Driver License Attendance Verification (Secondary Grade Levels Only)**
For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

The blank form must be completed by the student and then returned to the high school office for validation, please allow up to two school days after submission for processing.

**ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (ALL GRADE LEVELS)**
Red Oak ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

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

This information can be found on the district’s website at www.redoakisd.org. Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST
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.

The test shall be offered during the fall and/or spring semesters.

Please contact the principal for information about this opportunity.

ASSEMBLIES
All assemblies, unless otherwise announced, are compulsory. Students will sit in assigned groups and places. Teachers will sit with their respective groups in assemblies. Students who are tardy or who do not abide by district rules of conduct shall be subject to disciplinary action.

AWARDS, HONORS, AND SCHOLARSHIPS

National Junior Honor Society - Membership in this chapter shall be based upon scholarship, character, leadership, citizenship, and service. To be eligible for election to membership in this chapter, the candidate must have been in attendance at the school for a period of one (1) semester and must be in grades 6th, 7th or 8th. The candidate shall have a minimum scholarship average of 90 percent in all subjects.

National Honor Society - The NHS is affiliated with the National Honor Society headquarters in Washington, D.C. It is the purpose of this organization at both the local and national levels to recognize high school students who have consistently excelled in scholarship, leadership, character, and service. The criteria for the selection process will include a weighted cumulative average of 92, participation in at least two extracurricular activities (i.e., church, scouts, Kiwanis, civic, political, etc. as well as school organizations) and evaluation of the candidate’s ROISD discipline record. The NHS Faculty Council will then meet to evaluate all input and (according to national guidelines) make the final decision on candidates for NHS.

Scholarships - Information and forms for various scholarships are available in the counseling office. Students should check frequently for updates and additional information. Students who have financial need according to federal criteria and who complete the Foundation, Recommended, or Distinguished Achievement high school program may be eligible under the Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Under the Texas Early High School Graduation Scholarship Program, students who complete the Foundation, Recommended, or Distinguished Achievement high school program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early
college credits earned. These may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program’s eligibility requirements.

**Honor Roll**

**Grades 1-5** - To qualify for the “Honor Roll”, a student must achieve a score of 90% or above in each core subject for each grading period. The “Merit Roll” will be for students maintaining an average of 80% or above in each core subject for each grading period. Core subjects for Elementary include Math, Language Arts Composite, Science and Social Studies. The campus has the option to provide additional academic recognition.

**Middle and High School** - “A” Honor Roll shall consist of the names of those students with no grade less than 90 for a six-week period. “B” Honor Roll shall consist of the names of students with no grade less than 80 for a six-week period.

**BOOK BAGS**

Students are responsible for their own books, book bags, and personal items. Students should not bring valuables to school. The school is not responsible for stolen items. Some ROISD campuses do not allow book bags in the hallways or classrooms. Students will be informed of the campus policy on book bags at the beginning of the school year.

**BULLYING (ALL GRADE LEVELS)**

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

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

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

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
• Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by completing an Anonymous Bullying Report available on the district website or from any campus administrator.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments.]

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the district’s website, and is included at the end of this Handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district’s website.

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

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing, policy FFI, the district’s Student Code of Conduct, Appendix C, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (SECONDARY GRADE LEVELS ONLY)

See the ROISD Course Guides for all the current Career and Technology Education programs.

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

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

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

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

CELEBRATIONS (ALL GRADE LEVELS)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child’s or grandchild’s classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child’s teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [See Food Allergies.]

CHANGE OF ADDRESS

If there is ever a change in your address, telephone number, or place of employment, please notify the school immediately.

CHECK ACCEPTANCE AND RECOVERY

Many parents write checks to pay for school meals, fundraisers, or other school functions. Please be aware that banking procedures do not allow for any float time for checks to clear the bank.

The Red Oak ISD has established the following policy for accepting checks and collecting bad checks:

For a check to be an acceptable form of payment, it must include your current and accurate name, address, and telephone number. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state-allowed recovery fee. In the event that your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year.

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (ALL GRADE LEVELS)

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at www.redoakisd.org.

Warning Signs of Sexual Abuse (All Grade Levels)

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

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- 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;
- Sexually suggestive behavior;
- 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 (All Grade Levels).]

**Warning Signs of Sex Trafficking (All Grade Levels)**

Sex 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. Traffickers are often trusted members of a child’s community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently 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;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

**Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)**

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

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)
The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor’s Child Sex Trafficking Team
- Human Trafficking of School-aged Children

CLASS RANK / HIGHEST RANKING STUDENT (SECONDARY GRADE LEVELS ONLY)

- A senior student who is enrolled in but does not complete a semester of active participation in a credit-eligible extracurricular activity shall receive a grade of WP (withdrawn while passing), and the class shall not be included in the computation for GPA.
- A junior/senior student may elect to take a course on a P/F (pass/fail) basis provided that course is not necessary in the student’s graduation plan. No course taken for P/F will be figured in GPA. Application to take any course P/F must be completed and turned in to the counseling office by the end of the 1st six weeks of the course.

Classification of Courses

Level 1 – Level 1 will be all of those classes which are required in the regular curriculum. Please see the ROISD Course Guide for course classifications.

Level 2 – Level 2 will be primarily PreAP and honors courses taken on the high school campus as designated by the course guide.

Level 3 – Level 3 will be primarily AP and dual credit courses taken on the high school campus as designated by the course guide.

See ROISD Course Guide for detailed information.
Ranking for Early Graduates

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate class rank using grades available at the time of calculation at the end of the sixth six-week grading period of the senior year. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose.

Valedictorian and Salutatorian

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

- Have been continuously enrolled in the district high school for the four semesters immediately preceding graduation;
- Meet requirements for the top ten percent; and
- Have earned a distinguished level of achievement and at least one performance acknowledgment.

Early graduates of Red Oak High School shall not be eligible for valedictorian or salutatorian honors.

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

[For further information see policy EIC(LOCAL).]

CLASS SCHEDULES (SECONDARY GRADE LEVELS ONLY)

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

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

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID (SECONDARY GRADE LEVELS ONLY)

For two school years following his or her graduation, a district student who graduates as valedictorian, in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the valedictorian or the top six percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student’s registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

COLLEGE CREDIT COURSES (SECONDARY GRADE LEVELS ONLY)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Red Oak ISD, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

Contact information: High School Counselor’s office 972.617.4672.

The course(s) shall not be included in the student’s GPA, unless taken on the ROHS campus. [See policies EHDD and EIC(LOCAL).]
All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student’s grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

To determine the AP score needed for college credit at your college of interest visit the “College Board AP Credit Policy” website. To determine the transferability of a dual credit course to your college of interest visit the “Texas Common Course Numbering System” website.

Please note: College credit is awarded based upon the guidelines of the institution of higher learning. High school credit is awarded based on the guidelines of the district. It is possible that a student could receive college credit while being denied high school credit. For example, if the college awarded credit for grades 60 and above while the district required a grade of 70 or above, the student would receive college but not high school credit.

COMMUNICATIONS – AUTOMATED

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

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

Nonemergency
Your child’s school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school’s mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal. [See Safety for information regarding contact with parents during an emergency situation].

COMPLAINTS AND CONCERNS (ALL GRADE LEVELS)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district’s policy manual, available on the district’s website at www.redoakisd.org. A copy of the complaint forms may be obtained in the principal’s office or superintendent’s office or on the district’s website at www.redoakisd.org.
Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the Assistant Superintendent – District Operations. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

**CONDUCT (ALL GRADE LEVELS)**

**Applicability of School Rules**
As required by law, the board has adopted a *Student Code of Conduct* that prohibits certain behaviors and defines standards of acceptable behavior – both on and off campus as well as on district vehicles – and consequences for violation of the standards. Students need to be familiar with the standards set out in the *Student Code of Conduct*, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

**Campus Behavior Coordinator**
By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. In Red Oak ISD, the campus behavior coordinator will be the campus principal or any other administrator selected by the principal, and is listed on each campus webpage.

Shields Elementary - [https://www.redoakisd.org/Page/4221](https://www.redoakisd.org/Page/4221)
Eastride Elementary - [https://www.redoakisd.org/Page/4222](https://www.redoakisd.org/Page/4222)
Wooden Elementary - [https://www.redoakisd.org/Page/4223](https://www.redoakisd.org/Page/4223)
Red Oak Elementary - [https://www.redoakisd.org/Page/4224](https://www.redoakisd.org/Page/4224)
Schupmann Elementary - [https://www.redoakisd.org/Page/4225](https://www.redoakisd.org/Page/4225)
Red Oak Middle School - [https://www.redoakisd.org/Page/4155](https://www.redoakisd.org/Page/4155)
Red Oak High School - [https://www.redoakisd.org/Page/4220](https://www.redoakisd.org/Page/4220)

The campus behavior coordinator and any district administrator retain the ability and/or power under Chapter 37 of the Texas Education Code, to discipline a student.

**Disruption of School Operations**
In order to protect student safety and sustain an educational program free from disruption, state law permits the district to take action against any person – student or non-student – who creates a disruption. Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
• Interference with the movement of people at an exit or an entrance to district property.
• Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
• Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
• Interference with the transportation of students in vehicles owned or operated by the district.

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

A student attending a school social event is expected to remain at the event; anyone leaving before the official end of the event will not be readmitted.

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

COUNSELING

Academic Counseling
Elementary and Middle School Grade Levels
The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

Beginning in Middle School, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

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

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)
The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should make an appointment. 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 Substance Abuse Prevention and Intervention and Suicide Awareness and Mental Health Support, and Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence.]

COURSE CREDIT (SECONDARY GRADE LEVELS ONLY)

A student in grades 9-12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above and all provisions of EI(LOCAL) have been met. For a two-semester (1 credit) course, the student’s grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student’s combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAMINATION

If a Student Has Taken the Course/Subject (With Prior Instruction) (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. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

The student shall incur all cost associated with credit by examination testing when attempting to gain credit.

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

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

For Advancement/Acceleration—If a Student Has Not Taken the Course/Subject (Without Prior Instruction)

A student may be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees. The dates on which examinations are scheduled during the 2019-20 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a
request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

**Kindergarten Acceleration**
A student seeking kindergarten acceleration shall be at least five years of age at the time of the request and shall be enrolled in the district. The student’s parent or guardian shall initiate the request by contacting the campus principal, and shall attend a conference to discuss the request.

Refer to board policy EHDC(LOCAL) for more information.

**Students in Grades 1-5**
A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student’s parent gives written approval of the grade advancement.

**Students in Grades 6-12**
A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

**DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (ALL GRADE LEVELS)**
The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

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

**Dating Violence**
Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.
Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student’s family members, or members of the student’s household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student’s current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

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

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

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

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

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

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

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

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

Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
Retaliation
Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures
Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation 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 of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

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

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

During 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 that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).
A student or parent who is dissatisfied with an outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

**DELIVERIES**

**Grades PK - 8**  Any deliveries made to students at school must remain in the office until the end of the day.

**High School**  No deliveries of any type will be accepted for students.

Students are not allowed to have commercially prepared food delivered to school at any time during the school day.

Parents/guardians are welcome to join their child for lunch; however, they must first sign in at the office and receive a visitor’s badge. Parents/guardians may not provide commercially prepared food obtained outside of the school cafeteria to any child other than their own during breakfast and/or lunch meal service.

**DISCRIMINATION**

[See Dating Violence, Discrimination, Harassment, and Retaliation]

**DISTANCE LEARNING**

**All Grade Levels**

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

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

**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.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

A copy of policy EHDE is available on our website. If you would like to request a hard copy or have questions about this policy, please contact the school 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 prior approval by the principal, sponsor, or teacher. Such items may include school posters, yearbooks, newsletters, brochures, murals, etc. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

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

Each principal has a designated area for approved non-school materials to be placed for voluntary viewing or collection by students. Check with the school office for the location. [See policy FNAA.]

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

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

From Others
Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

Each principal has a designated area for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.

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

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

**DRESS AND GROOMING (ALL GRADE LEVELS)**

The district maintains dress and grooming standards because it believes that students who dress and groom themselves in a manner considered acceptable and appropriate by the community will become more responsible citizens of the community. The standardized dress policy gives the district a positive and distinctive identity and reflects the values of the schools and community. The district believes that the business of school is student learning and that school dress and grooming standards should support that purpose and should also promote a safe, orderly learning environment. Further, the district believes that one worthwhile goal of a comprehensive education is learning that different situations require different modes of dress and behavior.

School is a place of learning, therefore, the dress and grooming of a student should reflect the serious intent of one who is going to work with an important job to do. Accordingly, dress and grooming standards should promote an atmosphere that is comfortable but not too casual, free from disruption, easily enforced by teachers and administrators so as to not take away from instruction, and is easily self-monitored so that students and parents can ensure that the standards are met prior to the student coming to school. Each student and parent shall be responsible for ensuring compliance with the standards presented in the Code.

The district’s dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, minimize safety hazards, and teach respect for authority. Dress or grooming that presents a disruption, health, or safety hazard to the students or others is expressly prohibited. This includes:

1. Any part of a student’s appearance and accessories that are extreme enough to create a disturbance or disrupt the normal routine of school shall be deemed inappropriate.
2. Students’ hair, including facial hair, shall be clean, neatly cut and/or combed so as to be kept out of the eyes. Unnatural hair coloring that causes a substantial disruption to the school day is prohibited.
3. Body piercings (other than in ears) will not be allowed.
4. Any chains, studded wear, bracelets, rings, or other jewelry, etc. that could be a safety issue will not be allowed.
5. Trench coats or dusters will not be permitted.
6. Tattoos that are obscene, crude, defamatory, vulgar or related to gang/criminal activity shall be covered while at any school activity.

The campus administrator will determine what is acceptable in regard to dress and grooming for students at school.

**Standardized Dress**

Red Oak Independent School District implemented a student standardized dress policy for all grades and all campuses, beginning with the 2006-2007 school year. The purpose of this policy is to give the
district a positive and distinctive identity and reflect the values of the schools and community. All students are required to comply with this policy.

Information concerning financial assistance and opt-out procedures can be obtained from the campus office.

Shirts

Style:

1. Collared knit button/snap polo or golf shirt.
2. Dress style, button only shirts with long or short sleeves.

COLORS: Solid White, Gray, Maroon/Burgundy, Black or Navy.

1. Logos must be no larger than 1½ inches by 1½ inches.
2. All shirts must be fastened no lower than 4 inches from the top of the collar.
3. No visible stripes, checks or other designs on shirts.
4. Sleeveless shirts or shirts with cap sleeves are not allowed.
5. No brads, studs, zippers, buckles, chains or other adornments.
6. No denim of any color.
7. Shirts shall not extend past mid-thigh.
8. Thermal or spandex shirts worn under a polo must be in the approved menu of colors.
9. Students will be allowed to wear Red Oak ISD spirit shirts any time with standardized pants/shorts. Spirit shirts are shirts in maroon, white, or gray with Red Oak ISD logos or artwork that are intended to promote school spirit or endorse official school groups or organizations.

Slacks & Shorts

Style:

Pleated or flat front casual slacks (full-length), walking-style shorts, capris, cargo and carpenter style pants or shorts.

COLORS: Solid Khaki (tan), Black or Navy.

SIZING: Slacks/shorts can be no more than one size larger than the student’s measurements, nor may the garment be too tight.

1. Slacks /shorts must be worn above the hips.
2. A belt is optional.
3. Labels on slacks and shorts must be no larger than 1½ inches by 1½ inches.
4. No sweatpants, wind pants, warm-ups, coveralls or skinny form fitting pants.
5. Jean (denim) materials of any color are not allowed.
6. Corduroy is allowed in menu colors.
7. Hem on shorts should fall between the bottom of knee and no more than 3 inches above the knee cap in both front and back.
8. Athletic-style shorts are only allowed in PE/athletics, cheerleading, and drill team classes.
9. No baggy legged slacks or bell-bottom pants wider than shoes.
10. No brads, studs or chains on slacks or shorts.
11. Slit at bottom of slacks must have finished edges and be no longer than 3 inches.
Skirts, Skorts, Jumpers & Dresses

COLORS: Solid Khaki (tan), Black or Navy.

1. Skirts, skorts, jumper, and dress length must be no more than 3 inches above the knee cap in both front and back.
2. Labels on skirts, skorts, jumpers, and dresses must be no larger than 1½ inches by 1½ inches.
3. Skirts and jumpers may have a kick-pleat or slit which opens no higher than 3 inches above the top of the knee.
4. Cargo or carpenter style skirts/skorts are allowed.
5. Standardized dress policy shirt must be worn under the jumper at all times.
6. Uniform dresses are allowed in grades K-12.
7. Logos must be no larger than 1½ inches by 1½ inches.

Shoes, Hose/Tights

1. Shoes can be athletic shoes, loafer style or dress shoes. Open-toed shoes, sandals or flip-flops are not allowed at any grade level. Shoes must have both closed toe and closed heel. Shoes must match each other. No stiletto heels.
2. Hose / Tights must be in a solid color of white, black, navy, khaki or flesh-tone.

Outerwear

1. Outer coats/jackets may be any color but must be removed upon entering the building.
2. Sweaters, vests, zip and pull over hoodies and sweatshirts are permitted-standardized dress policy colors only. They may be worn in the building but may not extend below the bottom of the back pocket.
3. All Red Oak logos and Red Oak artwork are allowed on zip and pullover hoodies.
4. Labels are permitted on coats, jackets, sweaters, and sweatshirts but must be no larger than 1½ inches by 1½ inches.
5. Jackets must have a closing mechanism (full length zipper, buttons or snaps).

Other Guidelines

1. Leather, suede, vinyl and denim materials are not allowed for shirts, slacks, shorts, skirts, skorts, jumpers, sweatshirts, vests, or sweaters.
2. Clothing can be no more than one size larger than the student’s measurements nor may the garment be too tight.
3. Caps, hats, hoods and head coverings inside the building are not allowed, unless for religious reasons.
4. Overall pants, overall shorts, and overall jumpers are not allowed.
5. All clothing must be solid colored, with no stripes, checks, lettering, wording, designs, etc.
6. Students must comply with district standards for grooming and accessories.
7. Clothing items cannot be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction.
8. All clothing must be properly hemmed and/or have finished edges. Ripped/torn clothing is not allowed, including jeans on jean days.
9. Undershirts may be solid white, gray, maroon/burgundy, black or navy when worn under dress code appropriate shirts.
10. Sufficient underclothing is required.
11. No earphones/headphones may be worn inside the building, other than inside a classroom at the teacher’s discretion or administrator’s discretion.
12. Student ID’s must be worn and visible at all times during the school day.
13. Spirit shirts are shirts in maroon, white, or gray with Red Oak ISD logos or artwork that are intended to promote school spirit or endorse official school groups or organizations.

**Discretionary/Spirit Days**

The principal may designate “Discretionary/Spirit Days” and has the authority to establish a particular mode of attire for those special days or a part of those days. Students who do not choose to participate with the particular mode of attire for those special occasion days are required to follow the Student Standardized Dress Policy.

**Final Authority**

Administrators will have complete and final judgment on all matters concerning interpretation of the student standardized dress policy code. Matters concerning appearance and dress not specifically covered in standardized dress policy shall be within discretion of the administration.

**Consequences for Failure to Follow Dress Code**

Students in violation of the dress code will be disciplined under the consequences of the Student Code of Conduct.

**EARLY RELEASE / LATE ARRIVAL**

Being able to have late arrival/early release is a privilege a student has earned through satisfactorily completing requirements for graduation in a timely fashion.

Students may not be on campus 10 minutes before or after their scheduled times. **Students must provide their own transportation.** If the student is found on campus before or after their scheduled time they could be subject to disciplinary action.

The disciplinary action could result in a loss of the late arrival/early release privileges, consequences as determined within the **Student Code of Conduct** for insubordination or being cited for trespassing on school grounds.

If the student needs to be on campus for any specific reason, during these times, the student may obtain permission from a campus administrator.

**ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (ALL GRADE LEVELS)**

**Possession and Use of Personal Telecommunications Devices, Including Cell Phones**

The district permits students in grade levels as designated by the superintendent to possess personal telecommunications devices such as laptops, tablets, cell phones, and e-readers at school. Personal telecommunications devices are to be used for educational purposes and must comply with the district’s Acceptable Use Policy. The use of personal telecommunications devices during instructional times is at the discretion of the teacher.

Students who bring personal items on campus do so at their own risk.

Personal telecommunications devices must remain turned off during all testing. **Students are subject to additional rules regarding personal telecommunications devices during STAAR testing.** Failure to
follow the personal telecommunications device procedures as outlined may result in disciplinary action for the student and invalidation of the test.

The use of personal telecommunications devices capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored events.

If a student uses a personal telecommunications device without authorization during the school day, the device will be confiscated. To retrieve a confiscated personal telecommunications device, a student, parent or guardian must appear in person, and a fine of $15 per incident must be paid in full. Confiscated personal telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See policy FNF.]

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.

**Possession and Use of Other Personal Electronic Devices**
Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, electronic games, or other electronic devices at school, unless permission has been obtained. Without such permission, teachers will collect any unauthorized items and turn them in to the principal’s office. The principal will determine whether to return the items to the students at the end of the day or to contact the parents to pick up the items.

In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See policy FNF.]

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

**Instructional Use of Personal Electronic Devices**
In some cases, students may find it beneficial or might be encouraged to use personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

**Acceptable Use of District Technology Resources**
District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Red Oak ISD has adopted an acceptable use policy regarding the use of instructional media. Students and their 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.

Students and their parents should be aware that e-mail and other electronic communications using district computers are not private and may be monitored by district staff. See Appendix A of this handbook for the Acceptable Use Policy.
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 applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

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

In addition, any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

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

To determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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 may be administered to an English learner for a student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to 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 with other students; participation, however, is a privilege, not a right. All students participating in competitive extra-curricular activities at the high school level must participate in a mandatory drug testing program. [See DRUG TESTING.]

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

Eligibility for initial and continuing participation in many of these activities is governed by state law as well as 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 involved in UIL athletic activities and their parents can access the UIL Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.texas.gov.

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

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

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks. 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 provisions apply 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 twelve absences not related to post-district competition, unlimited absences for post-district competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.
Standards of Behavior
Sponsors of student clubs and performing groups such as the Band, Choir, Drill and Athletic teams may establish standards of behavior -- including consequences for misbehavior -- that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct and the Red Oak ISD Extracurricular Code of Conduct or by board policy will apply in addition to any consequences specified by the organization.

Office and Elections
Student offices and elections shall be conducted in accordance with the procedures/guidelines established by the individual organization.

FEES (ALL GRADE LEVELS)
Materials that are part of the basic educational program are provided with state and local funds and are at no charge to students. Students are expected to provide their own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased items such as pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that become the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school courses that are offered tuition-free during the regular school year.
- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. 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 principal. [For further information, see policy FP.]

FIELD TRIPS
Educational trips will be made by grade levels throughout the year. Adults wishing to serve as chaperones may not be accompanied by non-involved children. Adults accompanied by non-involved children may only be responsible for their own child. Chaperones must provide their own
transportation. All adults must have successfully completed a criminal background check to be eligible to serve as a chaperone or to accompany their child on a field trip. Results of the background check must be received by the campus prior to the field trip.

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent, or if a parent makes a written request before the scheduled trip, that the student be released to another adult designated by the parent. The district shall not be liable for any injuries that occur to students using transportation that is not provided by the school. [See policy FMG(LOCAL).]

FUNDRAISING (ALL GRADE LEVELS)

Fundraising activities by student groups and/or for school-sponsored projects shall be allowed, with prior administration approval and under the supervision of the project sponsor, for students in all grades. Each organization is limited to two fundraisers per year; however, the principal can approve additional fundraisers if justified. All fundraising events must have a designated purpose and plan for why the money is needed, what will be sold, when the fundraiser will take place, and how the money will be spent. All fundraising projects must first be approved by the building principal and passed on to the office of the Assistant Superintendent of District Operations for final authorization. There are designated forms to complete and submit to administration for approval. The district shall not permit door-to-door solicitation for students in grades PK - 12. **The district does not permit third party solicitors for any fundraising activities. If you receive any calls, claiming to be raising money for ROISD, please call the local principal of your school.** [See policies FJ and GE.]

GANGL FREE ZONES (ALL GRADE LEVELS)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GRADE LEVEL CLASSIFICATION (GRADES 9-12 ONLY)

Students entering as freshman for the current school year and after will be classified as:

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

GRADING GUIDELINES (ALL GRADE LEVELS)

Grading guidelines, which are set by the district, for each grade level or course will be communicated and distributed 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. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading
guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>On-Level Classes</th>
<th>Advanced Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K / Kinder</td>
<td>Developed</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Still Developing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>Daily Work – 50%</td>
<td>N/A</td>
</tr>
<tr>
<td>(Grades 1-5)</td>
<td>Major Assignments / Tests – 50%</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>Daily Work – 50%</td>
<td>PreAP: Must meet guidelines to enroll unless parents complete a required orientation. Follows on-level grading percentages.</td>
</tr>
<tr>
<td>(Grades 6-8)</td>
<td>Major Assignments / Tests – 50%</td>
<td>High school credit courses: Middle school students must meet criteria to enroll.</td>
</tr>
<tr>
<td></td>
<td>Semester exams count as one-seventh of the semester average.</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>Daily Work – 50%</td>
<td>Dual credit grading follows the syllabus of the Institute of Higher Education that is awarding the college credit. For high school credit, Dual Credit grade must have a final average of 70 or better. Per Board policy, the high school course grade must match the college grade.</td>
</tr>
<tr>
<td>(Grades 9-12)</td>
<td>Major Assignments / Tests – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester exams count as one-seventh of the semester average.</td>
<td></td>
</tr>
<tr>
<td>High School Exceptions:</td>
<td>English term paper may count as ½ of a six-weeks grade. The term research paper is a requirement for English III, English IV, AP English Language, and AP English Literature.</td>
<td>AP teachers may reduce the minimum number of grades, but only with the alternate plan approved by the Principal.</td>
</tr>
</tbody>
</table>

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:

- 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;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.
**Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

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

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

For information regarding graduation requirements and graduation plans, please reference the Course Catalog & Planning Guide for ROISD Students available at [www.redoakisd.org/courseguides](http://www.redoakisd.org/courseguides).

**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**

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

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student 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 for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.
Graduation Activities
Commencement is the only graduation activity sponsored by the school.

Students who have met coursework requirements for graduation, but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in school sponsored graduation activities only if all conditions of the “Commitment to Commencement” agreement have been met. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student’s completion of all applicable requirements for graduation.

Graduation Speakers
Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See FNA(LOCAL) and the Student Code of Conduct.]

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

Scholarships and Grants
- Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the school counselor for information about other scholarships and grants available to students.

Graduation and DAEP
A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete their enrolled courses 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.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school.

Students and their parents are encouraged to discuss the options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation]
HAZING (ALL GRADE LEVELS)

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

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

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

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won’t be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A student may return to school when they have been free from vomiting for 24 hours without medication. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:
• **What is meningitis?**

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

• **What are the symptoms?**

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

• **How serious is bacterial meningitis?**

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

• **How is bacterial meningitis spread?**

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

• **How can bacterial meningitis be prevented?**

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It’s a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

• **What should you do if you think you or a friend might have bacterial meningitis?**

You should seek prompt medical attention.
Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, particularly the CDC’s information on bacterial meningitis, and the Texas Department of State Health Services.

Note: DSHS requires at least one meningococcal vaccination on or after the student’s 11th birthday, unless the student received the vaccine at age 10. Also note that 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 Immunizations for more information.]

Food Allergies (All Grade Levels)
The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with 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.” The district’s management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district’s food allergy management plan can be accessed at the district’s website, www.redoakisd.org.

The complete text of the “Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis” can be found on the DSHS website at Allergies and Anaphylaxis. [See policy FFAF and Celebrations.]

Head Lice (All Grade Levels)
Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Any student with live lice will be sent home from school. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used and approve the student’s return to the classroom. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.
Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website Managing Head Lice.

**Physical Activity Requirements**

**Elementary School**

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

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

**Middle School**

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle school shall 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.

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

**Temporary Restriction from Participation in Physical Education**

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

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

Student Health Advisory Council members include parents, students, student nutrition representatives, board members, administrators, and members of the public. The Council will be holding a minimum of three meetings per year. Parents who are interested in additional information regarding the district’s School Health Advisory Council are encouraged to contact their campus principal.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents’ awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services.

[See policies BDF and EHAA. See Human Sexuality Instruction for additional information.]

**Seizures (All Grade Levels)**

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.
For more information, see “A Student with Physical or Mental Impairments Protected under Section 504”.

**Student Wellness Policy/Wellness Plan (All Grade Levels)**
Red Oak ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the district nurse with questions about the content or implementation of the district’s wellness policy and plan.

**Other Health-Related Matters (All Grade Levels)**

**Physical Fitness Assessment (Grades 3-12)**
Annually, the district will conduct a physical fitness assessment of students in grades 3-12. At the end of the school year, a parent may submit a written request to Chris Anderson, Athletic Director, to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

**Vending Machines (All Grade Levels)**
The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines with the exception of Red Oak High School. For more information regarding these policies and guidelines see the school principal. [See policies CO and FFA.]

**Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)**
Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off campus school-related activity.

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

**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 superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact Mike McCarty, the district’s designated asbestos coordinator, at 972.617.4151.

**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 maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have 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 Mike McCarty, the district’s IPM coordinator, at 972.617.4151.

**HOMEWORK (ALL GRADE LEVELS)**

Homework policies vary by teacher and by campus. Parents should request homework policies from your child’s teacher(s). Any concerns about teacher homework policies or procedures should be directed to the teacher and, if not resolved, the campus principal.

**IMMUNIZATIONS (ALL GRADE LEVELS)**

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

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the DSHS. 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.

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

**LATE STUDENT PICK-UPS**

Students not utilizing school transportation are expected to be picked up within thirty (30) minutes of dismissal.

**LAW ENFORCEMENT AGENCIES (ALL GRADE LEVELS)**

**Questioning of Students**

Red Oak ISD police officers are employees of the district. When non-ROISD law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal or designee
will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

**Students Taken Into Custody**
State law requires the district to permit a student to be taken into legal custody:

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

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer’s identity and, to the best of his or her ability, will verify the official’s authority to take custody of the student.

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

**Notification of Law Violations**
The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
• All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

• All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

**LEAVING CAMPUS (ALL GRADE LEVELS)**

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

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances
will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

**During Lunch**
All ROISD campuses are closed campuses. Students may not leave for lunch without being signed out by a parent or upon approval of a campus administrator.

**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” is located on each campus. If your child has lost an item, please encourage him or her to check the lost and found. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

**MAKEUP WORK**

**Make-Up Work Because of Absence (All Grade Levels)**
For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB(LOCAL).] A student who does not make up assigned work within the time allotted by the teacher may receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See Attendance for Credit or Final Grade.]

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

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

**DAEP Makeup Work**
**Grades 9-12**
A high school student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district
may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

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

Completion of Course Work

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.

Completion of Courses

A student removed from the regular classroom to in-school suspension or another setting, other than 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).]

MEDICINE AT SCHOOL (ALL GRADE LEVELS)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions. Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request by the parent or physician order.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request may be given for 5 consecutive days only, without an MD order. **Note:** Insect repellant 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.

For students at the elementary level, the student’s teacher or other district personnel will apply sunscreen to a student’s exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.
For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

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

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

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

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).]

**Psychotropic Drugs**
A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood or behavior-altering substance.

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 district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

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**RED OAK ISD MEDICATION GUIDELINES**

Parents/guardians should make every effort to give required prescription and non-prescription medications to a student at home. When this is not possible, the ROISD staff may assist in the administration of medication during school hours, subject to the following rules.

**Parent permission:** The parent or legal guardian must provide the school with written permission to have the school administer the medication. This note should include the name of the medication, the dosage, the time and dates to be given, the student’s name, a parent’s signature, and the date signed. This note will remain in student’s file.

**Prescription medications:** All prescription medication will only be administered with a specific written request from the licensed healthcare provider and a parent/guardian form on file in the clinic. All prescription medication is to be delivered to clinic by guardian or parent and must be in original containers and be properly labeled. A properly labeled prescription is one with a pharmacy label stating the student’s name, name of medication, dosage to be administered, doctor’s name, and the
date prescription filled. To protect the students, staff shall not administer medication in a dosage that exceeds the recommended maximum in the Physicians’ Desk Reference. This request is valid for current school year only.

All controlled substances (example, Ritalin,) must be picked up and delivered by responsible adult.

**Non-prescription medication:** Over the counter medications will be given upon a written request by parent or legal guardian for five (5) consecutive days. All “over the counter” medications must be delivered by a responsible adult if at all possible…unless other arrangements are made beforehand with the nurse. No medication will leave the nurse’s office in the hands of a child. (Exception is “self-medicating student” as with inhalers or diabetes medication). In addition, all “over the counter” medications must be properly labeled, in the original container and non-expired. If needed over 5 (five) consecutive days a Physician’s authorization to continue the medication will be required.

**Special agents,** such as herbs, vitamins, amino acids or homeopathic remedies will be administered: Only if required by the Individualized Education Program or Section 504 plan of a student with disabilities, is age appropriate and provided by the parent. Such substances must be presented to the nurse in the original container and must not be older than the expiration date on the container. In addition, the following shall be submitted to the district before any herbal substances or dietary supplements are administered to a student:

a. A physician description of substance’s content and possible adverse effects;

b. The parent’s written request to administer the substance; and

c. Specific instruction for use of the substance.

**Special note:** The school nurse will not be obligated to administer any non FDA approved substance for which she has no training, knowledge or familiarity (as in accordance with the Texas Board of Nurse Examiner regulations).

**Expired medication:** the school will not dispense any expired medications.

**Transportation of medication:** All medications are to be delivered by an adult to the nurse, unless otherwise arranged. *No medication will be carried home by your child.* (Exception: self-medicating students, see “self-medication” below.) All medication including all controlled substances (example, Ritalin,) must be picked up and delivered by a responsible adult.

**Locked cabinet:** All medication will be stored and locked in the clinic or office area as designated by the principal or nurse in charge. The campus nurse/nurse assistant (or designee of the principal) will dispense all medications and it is the responsibility of the student to report to the clinic to take his/her medication at the proper time.

**Unused medication:** All unused medication will be destroyed one week after the dosage date and at the end of the year, unless picked up by responsible adult. A parent or guardian must deliver and pick up all medications, including controlled substances; such as Ritalin…this is required due to increasing drug problems and selling of controlled substances.

**Field trips:** Medication policy and regulations will be observed on all off-campus trips. Persons responsible for such trips will observe and communicate these regulations to students and parents.

**Self-medication:** Students shall not administer any medication to themselves except with a physician’s order stating the child needs to carry this medication with him/her at all times. The student
must demonstrate the proper administration of the medication and show responsible behavior on carrying his/her medication at all times; otherwise this privilege can be taken away, and the student will have to see the nurse for treatment.

**Documentation:** The school nurse shall keep a separate Medication Administration Record for each student, which includes name, medication, dosage, times to be given, and the signature of person administering the medication.

**NONDISCRIMINATION STATEMENT (ALL GRADE LEVELS)**

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

The following district representatives have been designated to coordinate compliance with these legal requirements:

- **Title IX Coordinator,** for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:
  
  Kevin Freels at 972.617.2941.

- **ADA/Section 504 Coordinator,** for concerns regarding discrimination on the basis of disability:
  
  Nancy Toney at 972.617.2941.

- **All other concerns regarding discrimination:**
  
  Contact the superintendent at 972.617.2941.

  [See policies FB, FFH, and GKD.]

**PARENT AND FAMILY ENGAGEMENT (ALL GRADE LEVELS)**

**Working Together**

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

- **Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.**

- **Ensuring that your child completes all homework assignments and special projects.** Be sure your child comes to school each day prepared, rested, and ready to learn.

- **Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.**

- **Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.**

- **Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.**
• Monitoring your child’s academic progress and contacting teachers as needed. [see Academic Counseling]

• Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. [see Report Cards/Progress Reports and Conferences]

• Becoming a school volunteer. [For further information, contact your campus PTA or the school office.] All volunteers must have a current background check on file.

• Participating in campus parent organizations. The activities are varied, ranging from booster clubs to serving on district and campus committees. For further information, please contact your school office.

• Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies BQA and BQB, or contact your school office.

• Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council (SHAC)]

• Being aware of the school’s ongoing bullying and harassment prevention efforts.

• Contacting school officials if you are concerned with your child’s emotional or mental well-being.

• Attending board meetings to learn more about district operations. The board meets on the third Monday of each month, in the Red Oak ISD Education Service Center Board Room, located at 109 W. Red Oak Road, Red Oak, TX 75154. Meetings are generally held at 7:00 p.m. Agendas are posted on the front glass doors of the Education Service Center and the district’s website. [See policies at BE and BED]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics’ Participation (Secondary Grade Levels Only)
A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required to be submitted annually to the district on the UIL Pre-Participation Physical Evaluation form.

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.

For more information, see the UIL’s explanation of sudden cardiac arrest.
**Spinal Screening Program**
School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

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

**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.]

**PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (ALL GRADE LEVELS)**
Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

**PRAYER (ALL GRADE LEVELS)**
Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

**PROMOTION AND RETENTION**
A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In addition, at certain grade levels a student – with limited exceptions – will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.
Elementary and Middle School Grade Levels
To be promoted in grades 1-8, a student shall attain a combined average of 70 or above for the year in Reading and English Language Arts, Mathematics, Social Studies, and Science. In addition, the student shall attain an average of 70 or above in Reading and English Language Arts combined and 70 or above in Mathematics.

In order 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.

In order 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 course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, 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.

[See Standardized Testing.]

A student in grade 5 or 8 will have two additional opportunities to take 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. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be 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.]

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.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in special instructional programs designed to improve performance. 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.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated
The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

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

Grade-level advancements for students in grades 9 – 12 shall be earned by course credits. Credit will be earned in a course by semester with a grade of 70 or above. The number of credits required for graduation varies according to type of diploma sought. Contact the school counselor at the high school for specific credit requirements. High school students must also pass the STAAR EOC state assessment in order to receive a diploma.

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

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

REPORT CARDS / PROGRESS REPORTS, CONFERENCES (ALL GRADE LEVELS)
Report cards with each student’s grades or performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

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

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

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

Report Cards and Progress Reports will be available on the Red Oak ISD website through the Skyward Family Access portal after each grading period. An electronic signature is required to view grading reports. If a parent is unable to view their student’s progress electronically, you may request a hard copy from the campus front office. If a student receives a six week grade of less than 70 in any class or subject, the parents are requested to schedule a conference with the teacher of that class or subject.
Report Cards and Progress Reports are disseminated to parents and students using the following schedule:

<table>
<thead>
<tr>
<th>Grading Period</th>
<th>End of 6 Weeks</th>
<th>Progress Reports</th>
<th>Report Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Six Weeks</td>
<td>September 27, 2019</td>
<td>September 13, 2019</td>
<td>October 4, 2019</td>
</tr>
<tr>
<td>2nd Six Weeks</td>
<td>November 8, 2019</td>
<td>October 25, 2019</td>
<td>November 15, 2019</td>
</tr>
<tr>
<td>3rd Six Weeks</td>
<td>December 20, 2019</td>
<td>December 13, 2019</td>
<td>January 10, 2020</td>
</tr>
<tr>
<td>4th Six Weeks</td>
<td>February 14, 2020</td>
<td>January 31, 2020</td>
<td>February 21, 2020</td>
</tr>
<tr>
<td>5th Six Weeks</td>
<td>April 3, 2020</td>
<td>March 20, 2020</td>
<td>April 9, 2020</td>
</tr>
<tr>
<td>6th Six Weeks – ELEMENTARY</td>
<td>May 22, 2020</td>
<td>May 1, 2020</td>
<td>May 22, 2020</td>
</tr>
<tr>
<td>6th Six Weeks – SECONDARY</td>
<td>May 22, 2020</td>
<td>May 1, 2020</td>
<td>May 29, 2020</td>
</tr>
</tbody>
</table>

SAFETY (ALL GRADE LEVELS)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns on the Crime Stoppers Online Form located on the ROISD Police Department page on the district website at www.redoakisd.org/Page/1970.
- 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

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district’s CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Students will learn the appropriate signals for each type of drill at their campus.
Students in grades 7-12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security’s Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information
If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information
The decision to close school or to delay the opening of school will be made by 6:00 a.m. of the morning in question. The announcement will be posted on the district website and on social media channels. This is the most reliable source of information. We will also send information to local media outlets (listed below). It is their decision whether or not to air the information. In the event of inclement weather, tune in to the following:

<table>
<thead>
<tr>
<th>TV</th>
<th>INTERNET</th>
</tr>
</thead>
<tbody>
<tr>
<td>KDFW (4)</td>
<td><a href="http://www.redoakisd.org">www.redoakisd.org</a></td>
</tr>
<tr>
<td>KXAS (5)</td>
<td>Facebook</td>
</tr>
<tr>
<td>WFAA (8)</td>
<td>Twitter</td>
</tr>
<tr>
<td>KTVT (11)</td>
<td></td>
</tr>
</tbody>
</table>

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include text or phone messages. It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

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

- Text or phone notification,
- E-mail notification through Skyward, and
- Posting on the district’s website at www.redoakisd.org, Facebook, and Twitter.

[See Communications-Automated, Emergency for more information.]

SCHEDULE CHANGES (MIDDLE AND HIGH SCHOOL GRADE LEVELS)
Students and parents are afforded the opportunity during the preceding year to decide what subjects the student will take. Careful thought should be given when making choices. Course selections are binding. Only in emergencies will a change be allowed and only then with administrative approval. There are times when the administration will find it necessary to alter pre-enrollment choices in order to equalize class size or to accommodate unavoidable circumstances.
**SCHOOL FACILITIES**

**Use By Students Before and After School (All Grade Levels)**

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

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

**Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior for extracurricular participants established by the sponsor.

**Use of Hallways During Class Time (All Grade Levels)**

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass 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.

**Cafeteria Services (All Grade Levels)**

The district participates in the National School Lunch Program at all elementary and middle school campuses and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Red Oak High School does not participate in the National School Lunch Program, but continues to provide a nutritionally balanced full tray at the free/reduced rate to students who qualify.

Free and reduced-price meals are available based on financial need or household situation. Information about a student’s participation is confidential. The district may share information such as a student’s name and eligibility status to help enroll eligible children in Medicaid or the state children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Information on this program can be obtained from Ms. Vicki Ybarra at 972.617.2941. See CO for more information.

Parents are strongly encouraged to continually monitor their child’s meal account balance. When a student’s meal account is depleted, the district will notify the parent and/or person standing in parental relation to the student by telephone or email. The student will be allowed to continue purchasing meals for up to a $10.00 overdraft on their account.

The district will present the parent and/or person standing in parental relation to the student with a schedule of repayment for any outstanding account balance and an application for free or reduced
meals. If the district is unable to work out an agreement with the student’s parent and/or person standing in parental relation to the student on replenishment of the student’s meal account and payment of any outstanding balance, the Student Nutrition Department will continue to provide a school meal when students do not have a packed meal from home or the funds to purchase a school meal. If the parent and/or person standing in parental relation to the student does not want the Student Nutrition Department to continue to allow the child to charge beyond the $10 limit, the parent and/or person standing in parental relation to the student must provide the Student Meal Account Restrict Form to the cafeteria manager or the Student Nutrition office. This form can be found on the ROISD website (www.redoakisd.org), Departments – Student Nutrition – Forms and Resources – Account Restriction Form. The district will make every effort to avoid bringing attention to the student.

All ROISD campuses are closed campuses. Students may not leave for lunch without being signed out by a parent or upon approval of the principal.

Students are not allowed to have commercially prepared food delivered to school at any time during the school day.

Parents/guardians are welcome to join their child for lunch; however, they must first sign in at the office and receive a visitor’s badge. Parents/guardians may not provide commercially prepared food obtained outside of the school cafeteria to any child other than their own during breakfast and/or lunch meal service.

Learning Commons/Library (All Grade Levels)
Library materials are available for check out, upon permission from the librarian, for up to two (2) weeks (grades 6 – 12) or one (1) week (grades PK – 5). Students may renew materials unless someone else has requested the materials and placed them on reserve. Students PK – 12 to whom materials are checked out are responsible for their return and payment of any charges if lost or damaged. Library charges are official school fees. All fees must be cleared by the end of the school year to avoid suspension of library privileges for the next school year.

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

A list of these groups is available in the principal’s office.

SCHOOL-SPONSORED FIELD TRIPS (ALL GRADE LEVELS)
The district periodically takes students on field trips for educational purposes.

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

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

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.
SEARCHES

District Property (All Grade Levels)
Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General (All Grade Levels)
In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

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

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

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the presence of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student’s parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

Metal Detectors (All Grade Levels)
To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Trained Dogs (All Grade Levels)
The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.
Telecommunications and Other Electronic Devices (All Grade Levels)
Use of district-owned equipment and its network systems is not private and will be monitored by the district.  [See policy CQ for more information.]

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

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

Use of Passive Alcohol Screening Device (PAS)

In accordance with district policy FNCF(LEGAL), and to ensure the health and safety of all students and employees and that the district is alcohol-free, the district shall permit the use of a Passive Alcohol Screening Devise (PAS) by district police officers to determine the use of alcohol by students. The use of a PAS shall be allowed when a district police officer has a reasonable suspicion that a student has consumed or is under the influence of alcohol. The results of the PAS shall not be used to determine the level of alcohol consumption, if any, but shall be used to show the use of alcohol by a student. Before PAS is used a campus administrator or district police officer will attempt to contact parents by using all phone numbers and any other methods of contact information listed on the student’s personal information. If they are unable to reach the parents the test will be conducted.

Drug Testing (Secondary Grade Levels Only)

Students in grades 9-12 who wish to participate in competitive, school-sponsored extracurricular activities must participate in the mandatory drug testing program. This program shall include comprehensive testing at the beginning of the year and random testing throughout the school year.

The results of any drug test performed under this program will be used only to determine eligibility for participation in competitive extracurricular activities. The district will not take action against a student except as provided in this policy.

A parent who has a child in grades 9-12 not participating in an extracurricular activity may want to have their child participate, at their own expense, in the program on a voluntary basis. Participants must sign the same consent form and will follow the same procedures described above. Results for voluntary participants will be reported directly to the parent. The school will not be notified of the results of voluntary participants.

The complete mandatory drug testing policy is located in policy FNF(LOCAL).

SEXUAL HARASSMENT

[See Dating Violence, Discrimination, Harassment, and Retaliation]

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 campus principal.
A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

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. Students are encouraged to talk with the school counselor early during their sophomore year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

NOTE: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for 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.

The ACT and SAT will be administered at Red Oak High School one time each in the fall and spring semesters. Check with the counselor for scheduled dates.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the Reading, Mathematics, and Writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances. Red Oak High School is a certified TSI Assessment Center. Please contact the school counselor for more information on registering to take the TSI.

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
- Writing, including Spelling and Grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grades 8

Successful performance on the Reading and Math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a
Reading or Math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student’s individual education plan (IEP). [See Promotion and Retention for additional information.]

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.

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
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 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.

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 (PNP).

[See Graduation for additional information.]

STEROIDS (SECONDARY GRADE LEVELS ONLY)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

STUDENT IDENTIFICATION BADGES

Students in grades 6 and above will be required to wear photo identification badges. Badges must be worn as directed and clearly visible at all times. Failure to wear the student identification badges may result in disciplinary consequences according to the campus discipline policy. Students will be informed of the consequences for not wearing their ID at the beginning of the school year. In addition, the ID may only be worn/used by the assigned student. Loaning or switching them will not be permitted.
STUDENTS IN FOSTER CARE (ALL GRADE LEVELS)
In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

Please contact Donna Knight, who has been designated as the district’s foster care liaison, at 972.617.4658 with any questions.

[See Students in the Conservatorship of the State for more information.]

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, Donna Knight, at 972.617.4658.

STUDENT SPEAKERS (ALL GRADE LEVELS)
The district provides students the opportunity to introduce the following school events: football games, opening announcements and greetings for the school day, pep rallies and other extracurricular and curriculum-related events sponsored by the district. See policy FNA(LOCAL) for eligibility criteria. 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 policy FNA(LOCAL) regarding other speaking opportunities and Graduation for information related to student speakers at graduation ceremonies.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (ALL GRADE LEVELS)
If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The DSHS maintains information regarding children’s mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT (ALL GRADE LEVELS)
The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.
SUMMER SCHOOL (ALL GRADE LEVELS)
Red Oak ISD offers a variety of summer school programs. Dates and information will be available in the spring from the counselors. Selected summer programs require a registration fee to be paid by the parent, and transportation is the responsibility of the parent.

TARDIES/LATE TO SCHOOL (ALL GRADE LEVELS)
Students are expected to arrive to school and class on time. Repeated instances of tardiness will result in disciplinary action according to the campus tardy policy.
Late arrival to school and leaving early count against iCount attendance awards.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (ALL GRADE LEVELS)
Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.
A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (ALL GRADE LEVELS)
For information regarding Intra-District Transfers see FDB(LOCAL).
For information regarding Inter-District Transfers see FDA(LOCAL).

TRANSPORTATION (ALL GRADE LEVELS)
School-Sponsored Trips
Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See School-Sponsored Field Trips for more information.]

Buses and Other School Vehicles
The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students.
Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district’s website. For the safety of the operator of the vehicle and all passengers,
students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified the areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus. These areas may be found at the district web page at www.redoakisd.org under the Transportation tab. Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting a high risk of violence when traveling walking to and from school independently, the district will provide transportation to these students. Please contact the Transportation Department at 972.617.5101 for additional information.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at 972.617.5101.

[See the ROISD Student Transportation Handbook for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook, the Student Code of Conduct and the Red Oak ISD Student Transportation Handbook. 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 Red oak ISD Student transportation Handbook and the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

All of the information regarding Red Oak ISD Student Transportation may be found on the ROISD website, www.redoakisd.org, under Transportation.
VANDALISM (ALL GRADE LEVELS)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended -- both this year and for years to come -- littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. The school may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons that are found in their cars and will be subject to disciplinary action. [See policy FNF]

The following applies to students driving automobiles to school:

1. A legal Texas driver may drive a properly inspected/insured automobile to school provided he/she parks in the designated student parking areas and obeys all state, local and district traffic control laws.
2. The appropriate parking permit must be purchased from the high school office for $40.00 per vehicle; additional permits are also available for $40.00.
3. Parking sticker must be placed on the front windshield in the bottom right corner (passenger side) and adhere solely with the sticker’s adhesive.
4. Students must park in the designated student parking spaces in the designated student areas. (Lots A or C).
5. Emergency permits are available for students that possess a legal permit for one day only.
6. Replacement permits will only be available if the original permit can be produced.
7. Students may not go to their vehicles during school hours without permission from an administrator.
8. Upon arrival, students must exit their vehicle. Students are not to loiter in or near their vehicles before or after school.
9. Once parked NO vehicle will be allowed to be moved except to leave the parking lot and then only with permission.
10. Once the student enters the parking lot they cannot leave without a pass from the office or administration with the correct date and time.
11. Students will not be allowed to go to the parking lot once they have left their vehicle unless permission has been granted by an administrator. (i.e. to retrieve books, school supplies, lunch, etc.)
12. Students shall follow all state, local, and district laws at all times while on school property.
13. Accidents on the parking lot or school grounds will be handled between the individuals involved and their insurance company according to Texas law. ROISD PD should also be notified.

Anyone in violation of any parking regulation or traffic control law is subject to disciplinary action. The consequences may include the loss of your parking privilege for three or more days, removal of the
vehicle from the campus at the owner's expense and/or a traffic citation issued by the Red Oak ISD Police Department.

*Students must observe all directions given by any staff personnel.*

**VIDEO CAMERAS (ALL GRADE LEVELS)**

For safety purposes, video and audio recording equipment is used to monitor student behavior including on buses and in common areas on campuses. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Rachel Kistner, Director of Special Education, who the district has designated to coordinate the implementation of and compliance with this law. [See EHBAF(LOCAL).]

**VISITORS TO THE SCHOOL (ALL GRADE LEVELS)**

**General Visitors**

Parents and guardians 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 must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

**Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).
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

Each fall and throughout the school year, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (ALL GRADE LEVELS)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please complete the online application located on the district’s website at www.redoakisd.org.

VOTER REGISTRATION (SECONDARY GRADE LEVELS ONLY)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL (ALL GRADE LEVELS)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal’s office.

A student under 18 may be withdrawn from school after completing an exit review with a school administrator and a Withdrawal Survey completed and signed by parent or guardian.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. If student is 18 or older, Withdrawal Survey may be completed and signed by student.

Please provide the school at least three days’ notice of withdrawal so that records and documents may be prepared.

The district may withdraw students for nonattendance in accordance with policy FEA(LOCAL).
**GLOSSARY**

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

**Attendance Review Committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**CPS** stands for Child Protective Services.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DFPS** is the Texas Department of Family Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**EOC (end-of-course) assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and United States History.

**ESSA** is the federal Every Student Succeeds Act.

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

**HIPPA** refers to the Health Insurance Portability and Accountability Act of 1996, which governs the disclosure of individuals' health information.

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

IGC is the individual graduation committee, formed in accordance with state law, to determine a student’s eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school 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 one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district’s health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the state’s ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a disciplinary alternative education
program. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

**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 assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TXVSN** is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

RED OAK ISD

INTERNET SAFETY POLICY & ACCEPTABLE USE OF TECHNOLOGY RESOURCES
Red Oak Independent School District

Internet Safety Policy

Introduction

It is the policy of the Red Oak Independent School District (“ROISD”) to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act (“CIPA”). It is the goal of this policy not only to prevent and protect, but to educate employees, students, parents and the community of ROISD in Internet safety. The CIPA guidelines for an Internet Safety Policy have also been incorporated by ROISD into its Technology Resource Acceptable Use Policy.

The Children’s Internet Protection Act, enacted December 21, 2000, requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements. Schools and libraries receiving funds for Internet access and/or internal connection services must also meet the Internet safety policies of the Neighborhood Children’s Internet Protection Act (“NCIPA”) that addresses the broader issues of electronic messaging, disclosure of personal information of minors, and unlawful online activities.

This policy is intended to be read together with the ROISD’s Technology Resource Acceptable Use Policy. All limitations and penalties set forth in the Technology Resource Acceptable Use Policy are deemed to be incorporated into this policy. Terms used in this policy which also appear in the Children’s Internet Protection Act have the meanings defined in the Children’s Internet Protection Act.

COMPLIANCE WITH THE REQUIREMENTS OF CIPA:

Technology Protection Measures

A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, involve child pornography, or are harmful to minors. ROISD utilizes a sophisticated content filtering system located at the firewall level to ensure all computers are subject to filtering that is compliant with CIPA and NCIPA.

Access to Inappropriate Material

To the extent practical, Technology Protection Measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual and textual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to administrative approval, Technology Protection Measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Any attempt to bypass, defeat or circumvent the Technology Protection Measures is punishable as a violation of this policy and of the Technology Resource Acceptable Use Policy.
Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the ROISD online computer network when using electronic mail, chat rooms, blogging, instant messaging, online discussions and other forms of direct electronic communications. Without limiting the foregoing, access to such means of communication is strictly limited by the Technology Resource Acceptable Use Policy. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking” and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all professional employees (pedagogical and administrative staff) of ROISD to supervise and monitor usage of the school district’s computers, computer network and access to the Internet in accordance with this policy, the Technology Resource Acceptable Use Policy, and the Children’s Internet Protection Act. Procedures for the disabling or otherwise modifying any Technology Protection Measures shall be the responsibility of the Executive Director of Technology or designated representatives.

Education

ROISD will advocate and educate employees, students, parents and the ROISD community on Internet safety and “cyber-bullying.” Education will be provided through such means as professional development training and materials to employees, PTA presentations, and the school district website.

Cyber-bullying

The Technology Resource Acceptable Use Policy includes provisions intended to prohibit and establish penalties for inappropriate and oppressive conduct, including cyber-bullying. ROISD is a place of tolerance and good manners.

- Students may not use the network or any ROISD computer facilities for hate mail, defamatory statements, statements intended to injure or humiliate others by disclosure of personal information (whether true or false), personal attacks on others, and statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability.
- Network users may not use vulgar, derogatory, or obscene language.
- Network users may not post inappropriate anonymous messages or forge e-mail or other messages.
- ROISD computers and network facilities may not be used for any activity, or to transmit any material, that violates United States, State of Texas or local laws. This includes, but is not limited to any threat or act of intimidation or harassment against another person.
Red Oak Independent School District

Technology Resource Acceptable Use Policy

Introduction

Red Oak Independent School District makes a variety of communication and information technologies available to students, employees, and other authorized users to enhance the learning environment and promote educational excellence. These technologies, when properly used, will provide educational benefits to students and employees through resource sharing, innovation and communication. The purpose of this Acceptable Use Policy is to educate district students, employees, and authorized users of the rules and standards of behavior to be followed when using the district technology resources, as well as the consequences for failing to meet those rules and standards. The district firmly believes that the valuable information and interaction available through the use of the district technology resources far outweighs the possibility that users may interact with material that is not consistent with the district’s educational goals.

Mandatory Review

To educate district employees, students, and authorized users on proper Technology Resource use and conduct, all users are required to review these guidelines at the beginning of each school year. All district employees shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Both the student and parent or legal guardian is required to acknowledge receipt and understanding of the Acceptable Use Policy as part of their review of the Discipline Management Plan and Student Code of Conduct handbook. All such receipts will be maintained on file in the principal's or departmental supervisor's office. Employees supervising students who use the district's system must provide training emphasizing its appropriate use.

District Technology Resources

District Technology Resources refers to any configuration of hardware and software operated and provided by Red Oak ISD, including electronic computer systems, data management systems, and communication infrastructure. The system includes but is not limited to the following:

- Telephones, cellular telephones, pagers and voicemail facilities;
- Data communications network, Wi-Fi;
- Electronic mail (e-mail) accounts;
- Printers, copiers, fax machines;
- Servers;
- Computer hardware and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data files, e-mail, digital images and audio files;
- Internally accessed databases or tools;
• Externally accessed databases (such as the Internet); and,
• Additional technologies as they become available.

Acceptable Use

Technology Resources will be used to improve learning and teaching consistent with the district’s educational goals. The district requires legal, ethical and appropriate use of all Technology Resources.

Access to Technology Resources. Network and Internet access is provided to all district teachers and staff. Students may be allowed to use the local network with campus permission, but may only use the Internet with parent permission. All Internet access will be monitored by district staff. All non-employee/non-student users must obtain approval from the Technology Director or designee to gain individual access to the district’s system.

Access to the district’s electronic communications system, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use is permitted if the use imposes no tangible cost to the district, does not unduly burden the district’s computer or network resources, and has no adverse effect on an employee’s job performance or on a student’s academic performance.

Privilege. Access to the district’s technology resources is a privilege, not a right. As such access may be denied for any individual for any reason at the district’s sole discretion.

Content/Third-Party Supplied Information. System users and parents of students with access to the district’s system should be aware that use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material. A user who gains access to such material is expected to discontinue the access as quickly as possible and to report the incident to the supervising staff member.

Security

System security is a high priority and the responsibility of all system users.

Reporting Security Problem. If knowledge of inappropriate material or a security problem on the district technology resources is identified, the user should immediately notify the district’s Help Desk or supervising staff member. The security problem should not be shared with others.

Accounts. Staff, students, and other authorized users who are assigned individual accounts will be held responsible for any and all activity logged under that account. When any user under a district issued account violates district policy, the district shall attribute this conduct to the individual assigned the account. Allowing a third party to use a district provided account shall not be a defense to student or employee discipline. System users may not use another person’s system account.

Passwords. Passwords are the primary way in which users are authenticated and allowed to use the district’s computing resources. System users are required to maintain password confidentiality by not sharing their password with others recognizing that if they do so, they will be held accountable for their actions as well as those of other parties to whom they have given access.

Filtering. Sites accessible via district technology resources may contain material that is illegal, defamatory, inaccurate or controversial. Each district computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for
students, or harmful to minors, as defined by the federal Children’s Internet Protection Act. The district makes every effort to limit access to objectionable material; however, controlling all of such materials on the Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may be inappropriate and not of educational value in the school setting. The Red Oak Internet connection is the only system to be used in schools. No commercial Internet accounts may be used.

**Monitoring**

All district system usage is subject to monitoring by designated staff at any time to ensure appropriate use. Users should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system will be available for review by any authorized representative of the district, and may be subject to public disclosure under the Texas Public Information Act. System users should not use the computer system to send, receive or store any information, including e-mail messages, that they consider personal or confidential and wish to keep private. The district reserves the right to access, review, modify, copy, delete, or disclose such information for any purpose. District staff will monitor and examine all users of the district’s systems to ensure appropriate and ethical use.

**Inappropriate Use**

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this or any components that are connected to the Computer/Network/Internet. The following actions are considered inappropriate uses and are prohibited:

- Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:
  - copyrighted material;
  - plagiarized material;
  - threatening, harassing, defamatory or obscene material;
  - material protected by trade secret.

**Bullying.** Any use of district technology resources to threaten, harass, defame, humiliate, embarrass, or otherwise target another person is prohibited.

**Intellectual Property.** Teachers, staff and students must always respect copyrights and trademarks of third-parties and their ownership claims in images, text, video and audio material, software, information and inventions. The copy, use, or transfer of others’ materials without appropriate authorization is not allowed.

**Impersonation/Plagiarism.** Fraudulently altering or copying documents or files authored by another individual is prohibited. Fraudulently creating a document or communication and attributing it to another is prohibited. Assuming the identity of another individual is prohibited.

**File/Data Violations.** Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission or district authorization is prohibited.

**Hacking/Circumvention.** Any attempt to hack or circumvent district firewalls, filters, or system security is prohibited. Unauthorized access of district systems and data strictly is prohibited.
Transmitting Confidential Information. Teachers, staff and students may not redistribute or forward confidential information (i.e. educational records, directory information, personnel records, etc.) without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing such personal information as home addresses or phone numbers of users or others is prohibited.

Modification of Computer. Modifying or changing computer settings and/or internal or external configurations without appropriate permission is prohibited. Adding or removing any software or hardware without written permission from the Technology Director or designee is prohibited. Tampering with or theft of components from district systems may be regarded as criminal activity under applicable state and federal laws.

Commercial Use. Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal is prohibited.

Marketing by Non-ROISD Organizations. Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or approved by the district is prohibited.

Political Lobbying. Consistent with State ethics laws, district resources and equipment, including, but not limited to, e-mail, must not be used to conduct any political activities, including political advertising or lobbying.

Vandalism/Mischief. Any malicious attempt to harm or destroy district equipment, materials or data; or the malicious attempt to harm or destroy data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Any deliberate attempt to degrade or disrupt system performance is prohibited.

Consequences of Inappropriate Use

Violations of Red Oak ISD’s policies and procedures concerning the appropriate use of district technology resources may result in the suspension of access, termination of privileges, and/or other disciplinary action consistent with board policies, the Student Code of Conduct, and State or Federal law. This may also require restitution for costs associated with system restoration, hardware, or software costs. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's technology resources.

Electronic Communication

Electronic communication encompasses all communication sent via technological devices. It may include email, websites, electronic documents, electronic images, electronic sound, electronic video, and social media such as blogs, wikis, forums, and messages boards. All staff, students, parents, and authorized users should be aware of their responsibility to use these resources in a positive manner. The district encourages the use of electronic communication to enhance the learning environment consistent with the district's educational goals.

Social Media. Students and employees may participate in social media learning environments (such as, but not limited to, blogs, discussion forums, RSS feeds, wikis, and message boards) within a district-approved safe, secure, curriculum-supported learning opportunity.

Electronic Mail. Electronic Mail (e-mail) is one of the most used communications tools in the district. All teachers and staff are issued e-mail accounts for instructional and administrative needs. Users
should check e-mail frequently, delete unwanted messages promptly. E-mail attachments are limited to 15MB or smaller.

**Perceived Representation.** Users should be aware, school-related electronic communications may cause some recipients or other readers to assume that the user’s comments represent the district or school, whether or not that was the user’s intention.

**Privacy.** Electronic communication should not be considered private. Users should be aware that any electronic communication may become public information, available for view by anyone or entity. Private information, such as home addresses or phone numbers, should not be divulged in electronic communications without the permission of the individual involved.

**Inappropriate Language.** Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in electronic communications distributed through district technology resources is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.

**Forgery.** Forgery or attempted forgery of e-mail messages or other electronic communications is prohibited and punishable by law. Attempts to read, delete, copy, or modify the communications of other system users, deliberate interference with the ability of other system users to utilize electronic communication, or the use of another person’s user ID and/or password is prohibited.

**Junk Mail/Chain Letters.** Generally users should refrain from forwarding e-mails or communications which do not relate to the educational purposes of the district. Chain letters or other e-mails intended for forwarding or distributing to others is prohibited. Creating or distributing unnecessary messages to people (spamming) is also prohibited.

**Resource Usage.** Users should limit electronic communications to instructional and administrative functions.

**Student E-mail Accounts.** Student e-mail accounts may be provided directly by the district or through the content management system of an approved online course. As appropriate and with written approval of the designated district personnel in the Technology Department, project e-mail accounts will be granted for specific educational activities. Students who are given access to an e-mail account are expected to abide by the guidelines established for Electronic Communication.

Students are prohibited from accessing personal electronic communication accounts (e-mail, Facebook, Twitter, etc.) using the district’s system.

**Display of Student Information on District Websites.** The following conditions apply to the display of student information on district websites. A content contributor who knowingly violates (or promotes the violation of) any portion of these guidelines will be subject to disciplinary action in accordance with district policies.

Student-created projects, writings, and/or artwork are permitted on campus/district websites if the appropriate parental/student consent has been obtained.

Student photographs or names are permitted if the directory information specified for the student allows for it.

All student photographs and/or student work may be displayed without the student’s name. No other personal student information is allowed, including but not limited to, name, e-mail address, phone number, home address, and/or birth date.
Disclaimer

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the district. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communications system.

Elastic Clause. The school and administration reserve the right to establish fair and reasonable rules and regulations for circumstances that may arise requiring actions that are not covered under these guidelines. In all cases, rules, regulations, and possible consequences shall be as consistent as possible with previously established rules, regulations, and consequences for similar incidents.

Matters omitted from these guidelines should not be interpreted as a limitation to the scope of the district’s responsibility and, therefore, the district’s authority in dealing with any type of infraction that may not be in the best interest of the safety and welfare of the students.

These rules and policies apply to any student who is on school property, who is in attendance at school or any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the district, schools, students and staff.

More Information

These guidelines were developed pursuant to Board Policy CQ(LOCAL). More information can be found at the following locations:

- Red Oak ISD Board Policies
- Student Code of Conduct
- Employee Handbook
APPENDIX B

RED OAK ISD

STUDENT CODE OF CONDUCT
Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Kevin Freels, Assistant Superintendent of District Operations, at kevin.freels@redoakisd.org or 972.617.2941.

Purpose

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

The Student Code of Conduct is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may - or must - result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Red Oak ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code will be posted at each school campus or will 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 will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the 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 will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.
The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;

2. During lunch periods in which a student is allowed to leave campus;

3. While the student is in attendance at any school-related activity, regardless of time or location;

4. For any school-related misconduct, regardless of time or location;

5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;

6. When a student engages in cyberbullying, as provided by Education Code 37.0832;

7. When criminal mischief is committed on or off school property or at a school-related event;

8. For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;

9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;

10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and

11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. 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. In Red Oak ISD, the campus behavior coordinator will be the campus principal or any other administrator selected by the principal. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.redoakisd.org.

The campus behavior coordinator and any district administrator retain the ability and/or power under Chapter 37 of the Texas Education Code, to discipline a student.

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 of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district’s policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.
The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

**Reporting Crimes**

The principal or campus behavior coordinator and other school administrators as appropriate will report crimes as required by law and will call local law enforcement (Red Oak ISD Police) when an administrator suspects that a crime has been committed on campus.

**Security Personnel**

To ensure sufficient security and protection of students, staff, and property, the board employs police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

**‘Parent’ Defined**

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

**Participating in Graduation Activities**

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

**Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

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 policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See DAEP-Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

The district may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be listed in the Student Handbook or posted in classrooms, and may or may not constitute violations of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Suspension, DAEP Placement, Placement and/or Expulsion for Certain Serious Offenses, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on school buses.
• Refuse to accept discipline management techniques assigned by a teacher, principal, administrator, or other authorized staff member.

**Mistreatment of Others**

Students shall not:

• Use profanity or vulgar language or make obscene gestures.
• Fight or scuffle (physical or verbal confrontations). (For assault see DAEP Placement and Expulsion)
• 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 conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
• Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship. (See glossary.)
• Engage in inappropriate or indecent exposure of private body parts.
• Participate in hazing. (See glossary.)
• Cause an individual to act through the use of or threat of force (coercion).
• Commit extortion, coercion, or blackmail (obtaining money or an object of value from an unwilling person).
• Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
• Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades privacy of others.

**Property Offenses**

Students shall not:

• Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
• Deface or damage school property -- including textbooks, technology and electronic resources, lockers, furniture, and other equipment -- with graffiti or by other means.
• Steal from students, staff, or the school.
• Commit or assist in a robbery or theft even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

• Engage in unauthorized use and/or entry into district facilities.

**Possession of Prohibited Items**

Students shall not possess or use:

• Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic devices;

• 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;

• Knuckles;

• *A location-restricted knife;

• *A club;

• *A firearm;

• A stun gun;

• A pocketknife or any other small knife;

• Mace or pepper spray;

• Pornographic material;

• Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;

• Matches or a lighter;

• A laser pointer for other than an approved use;

• Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists; or

• Skateboards, longboards or hover boards.

*For weapons and firearms, see DAEP Placement and Expulsion. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.
Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, 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 of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.
- Have or take CBD oil, unless otherwise prescribed by law.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
• Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

• Use the Internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

• Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.

• Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.

• Make false accusations or perpetrate hoaxes regarding school safety.

• Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.

• Throw objects that can cause bodily injury or property damage.

• Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

• Violate dress and grooming standards as communicated in the student handbook.

• Cheat, plagiarize, or copy the work of another.

• 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.

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the
student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements.

**Students with Disabilities**

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

**Techniques**

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief “time-out” period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
• Restriction or revocation of district transportation privileges.
• School-assessed and school-administered probation.
• Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
• Placement in a DAEP, as specified in the DAEP section of this Code.
• Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Serious Offenses section of this Code.
• Expulsion, as specified in the Expulsion section of this Code.
• Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
• Other strategies and consequences as determined by school officials.

**Prohibited Aversive Techniques**

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

• Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
• Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
• Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student’s face.
• Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
• Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
• Employing a device, material, or object that immobilizes all four of a student’s extremities, including prone or supine floor restraint.
• Impairing the student’s breathing, including applying pressure to the student’s torso or neck or placing something in, on, or over the student’s mouth or nose or covering the student’s face.
• Restricting the student’s circulation.
• Securing the student to a stationary object while the student is standing or sitting.
• Inhibiting, reducing, or hindering the student’s ability to communicate.
• Using chemical restraints.
• Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
• Depriving the student of one or more of the student’s senses, unless the technique does not cause the student discomfort or complies with the student’s IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator will promptly notify a student’s parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student’s parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student’s parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal’s office, the campus behavior coordinator’s office, the central administration office, or on the district’s website under School Board Policy at www.redoakisd.org.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal, campus behavior coordinator, or designated district administrator’s office to maintain effective discipline on the bus. The principal, campus behavior coordinator, or designated district administrator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

Since the district’s primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal, campus behavior coordinator, or designated district administrator may restrict or revoke a student’s transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.
Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator’s office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student’s behavior has been documented by the teacher as repeatedly interfering with the teacher’s ability to teach his or her class or with the student’s classmates’ ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator will schedule a conference with the student’s parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher’s class without the teacher’s consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher’s class without the teacher’s consent, if the placement review committee determines that the teacher’s class is the best or only alternative available.
Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student’s suspension, not to exceed three school days. While suspended, a student may not participate in or attend any school-sponsored activity.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn’t require the use of the internet.

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

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student’s regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student may be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
• Inciting violence against a student through group bullying.
• Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
• Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
• Involvement in street gang activity, including participation as a member or pledge, or soliciting another person to become a pledge or member of a gang. (See glossary.)
• Any criminal mischief, including a felony.
• Exhausting all consequences of the campus discipline plan due to serious and persistent misconduct.
• Any incident of fighting.
• Assault (no bodily injury) with threat of imminent bodily injury.
• Assault by offensive or provocative physical contact.

In accordance with state law, a student may be placed in a DAEP if the superintendent or the superintendent’s designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student’s presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator may, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

**Mandatory Placement: Misconduct That Requires DAEP Placement**

A student must be placed in a DAEP if the student:

• Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)

• Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  ○ Engages in conduct punishable as a felony.
  ○ Commits an assault (see glossary) under Penal Code 22.01(a)(1).
  ○ Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. 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. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence.”)
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)

- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.

- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See glossary.)

- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).

- Engages in expellable conduct and is between six and nine years of age.

- Commits a federal firearms violation and is younger than six years of age.

- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  1. The student receives deferred prosecution (see glossary),
  2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
  3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

**Sexual Assault and Campus Assignments**

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim’s parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

**Process**

Removals to a DAEP will be made by the campus behavior coordinator or appropriate administrator.

**Conference**

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator will schedule a conference within three school days with the student’s parent, the student, and the teacher, in the case of a teacher removal.
At the conference, the campus behavior coordinator or appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and will give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student’s parents attend the conference.

**Consideration of Mitigating Factors**

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

**Placement Order**

After the conference, if the student is placed in the DAEP, the campus behavior coordinator will write a placement order. A copy of the DAEP placement order will be sent to the student and the student’s parent.

Not later than the second business day after the conference, the board’s designee will deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order will give notice of the inconsistency.

**Coursework Notice**

The parent or guardian of a student placed in DAEP shall be given written notice of the student’s opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

**Length of Placement**

The campus behavior coordinator shall determine the duration of a student’s placement in a DAEP.

The duration of a student’s placement shall be determined case by case based on the seriousness of the offense, the student’s age and grade level, the frequency of misconduct, the student’s attitude, and statutory requirements.

The following are suggested guidelines for length of placement within the Red Oak ISD DAEP:

- 5-15 days of discretionary placement for the first incident of fighting in grades 6-12.
• 15 days for discretionary placement for students in grades K-5 that consists primarily of persistent misconduct displayed on campus and for which the campus discipline plan has been applied to the stage where removal from campus and placement in DAEP is indicated. The second (2\textsuperscript{nd}) discretionary campus removal and program assignment could be for 30 days. A student who is disciplined for fighting on campus on two (2) separate and distinct instances could be placed in DAEP for 30 days. With elementary students K-5, the management of fighting on campus may include other consequences in lieu of placement in DAEP at principal discretion.

• 30 days for discretionary placement for secondary students (grades 6-12) that consists primarily of persistent misconduct displayed on campus and for which the campus discipline plan has been applied to the stage where removal from campus and placement in DAEP is indicated. The second (2\textsuperscript{nd}) discretionary campus removal and program assignment could be for 60 days. A student who is disciplined for fighting on campus in two (2) separate and distinct instances could be placed in DAEP for 30 days.

• Extended time for Felony Behavior: Crimes against persons – 120 days; Drug & Alcohol crimes – 90 days; Property crimes – 60 days.

• Mid-range time for non-felony antisocial behavior: Drugs, alcohol, threats and/or assaults against persons – 60 days. A threat against a person may be classified as Level 1 or Level 2 as a function of the campus administrator’s determination of the student’s ability and/or means whereby the threat is feasible or might be accomplished. A Level 1 threat is a 30-day DAEP assignment and signifies the administrator’s decision that the means of the student following-through on the threat is of low-probability. Conversely, a Level 2 threat is a 60-day placement and signifies the administrator’s evaluation that the student’s means of follow-through on the threat is feasible or of high probability.

• Gang activity, identifiable gang clothing or styles, recognizable gang signs or other forms of gang communication, including implied intimidation, gang associated fights, graffiti, and/or attempts at recruitment – 60 days; Vandalism & theft – 60 days; Terroristic threats to damage property or to harm students and/or staff – 60 days.

• 60 days minimum time for the 2\textsuperscript{nd} time a student is sent to DAEP within a school academic year. If the reason for program referral for the 2\textsuperscript{nd} time is for an offense other than continued violation of the code of conduct, then the length of placement could correspond to the more serious offense and the corresponding time assignment. \textbf{A student who is assigned to DAEP for a 2\textsuperscript{nd} placement during the academic school year either for discretionary or mandatory reasons will be ineligible for the early release incentive.}

The maximum period of DAEP placement shall be one calendar year except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student’s DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.
Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board’s decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board’s designee must determine that:

1. The student’s presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district’s code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student’s parent will be given notice and the opportunity to participate in a proceeding before the board or the board’s designee.

Appeals

Questions or complaints from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student’s placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal’s office, the campus behavior coordinator’s office, the central administration office, or under the School Board Policy link on the district website at www.redoakisd.org.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student’s individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program will be the last instructional day, and the student will be allowed
to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

**Placement Review**

A student placed in a DAEP will be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board’s designee at intervals not to exceed 120 days. In the case of a high school student, the student’s progress toward graduation and the student’s graduation plan will also be reviewed. At the review, the student or the student’s parent 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.

**Additional Misconduct**

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

**Notice of Criminal Proceedings**

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney will notify the district if:

1. Prosecution of a student’s case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or

2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee will review the student’s placement and schedule a review with the student’s parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student’s parent, the superintendent or designee may continue the student’s placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student’s parent may appeal the superintendent’s decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board will, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student’s parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board will make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student’s parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.
Withdrawal during Process

When a student violates the district’s code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, will reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student’s behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student will be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Serious Offenses

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

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either DAEP or JJAEP for at least one semester.
If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student’s presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district’s students.

**Review Committee**

At the end of the first semester of a student’s placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student’s placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee’s recommendation.

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

**Newly Enrolled Student**

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

**Appeal**

A student or the student’s parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student’s parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

**Certain Felonies**

Regardless of whether 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 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;
- 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.

**Hearing and Required Findings**

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student’s presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district’s students.

Any decision of the board or the board’s designee under this section is final and may not be appealed.

**Length of Placement**

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

**Placement Review**

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board’s designee at intervals not to exceed 120 days. In the case of a high school student, the student’s progress toward graduation and the student’s graduation plan shall also be reviewed. At the review, the student or the student’s parent shall have the opportunity to present arguments for the student’s return to the regular classroom or campus.

**Newly Enrolled Students**

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

**Expulsion**

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

**Discretionary Expulsion: Misconduct That May Result in Expulsion**

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See DAEP Placement)

**Any Location**

A student may be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See glossary)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

**At School, Within 300 Feet, or at a School Event**

A student may be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
• Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.  (See glossary for “under the influence.”)

• Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.

• Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.

• Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.

• Engaging in deadly conduct. (See glossary.)

**Within 300 Feet of School**

A student may be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

• Aggravated assault, sexual assault, or aggravated sexual assault.

• Arson.  (See glossary.)

• Murder, capital murder, or criminal attempt to commit murder or capital murder.

• Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.

• Continuous sexual abuse of a young child or children.

• 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 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 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.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district’s control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student’s person the following, in the manner prohibited by Penal Code 46.02:
  - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
  - 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 children.
- 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 will not be expelled, but will be placed in a DAEP. A student under age six will 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 will schedule a hearing within a reasonable time. The student’s parent will be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

**Hearing**

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student’s parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student’s defense, and
3. An opportunity to question the district’s witnesses.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student’s parent attends.

The board of trustees delegates to the Red Oak Independent School District Superintendent or his designee the authority to conduct hearings and expel students.
Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board’s designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

If the student is expelled, the board or its designee will deliver to the student and the student’s parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the principal or designee will deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order will give notice of the inconsistency.

Length of Expulsion

The length of an expulsion will be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, and statutory requirements.

The duration of a student’s expulsion will be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.
State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district’s code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:
1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

**Emergency Expulsion Procedures**

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

**DAEP Placement of Expelled Students**

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

**Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.
The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

**Abuse** is improper or excessive use.

**Aggravated robbery** is defined in part by Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
   a. 65 years of age or older, or
   b. A disabled person.

**Armor-piercing ammunition** is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

**Arson** is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
   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** is defined in part by Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.
Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.
Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

 Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

 Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

 Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

 Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

 Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

 Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

 Discretionary means that something is left to or regulated by a local decision maker.

 E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

 Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

 False Alarm or Report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

 1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

**Firearm** is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

**Firearm silencer** is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

**Graffiti** includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Handgun** is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

**Harassment** includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
   a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
   b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
   c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
   d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.
Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person’s anus or any part of the person’s genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person’s intimate parts exposed or engaged in sexual conduct. “Visual material” means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-restricted knife is defined by 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 as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.
Possession means to have an item on one’s person or in one’s personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including but not limited to a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
   a. An explosive weapon;
   b. A machine gun;
   c. A short-barrel firearm;
2. Knuckles;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device;
7. An improvised explosive device; or
8. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are exempted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student’s arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

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 school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:
1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).
**Tire deflation device** is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle’s tires.

**Title 5 felonies** are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, .05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 - .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.
Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.
RED OAK ISD
ELEMENTARY STUDENT
DISCIPLINE PLAN

Students who violate the district Student Code of Conduct shall be subject to disciplinary action. The district’s disciplinary options include using one or more discipline management techniques, removal to a Disciplinary Alternative Education Program, suspension, and expulsion. Disciplinary measures are applied depending on the nature of the offense. More information about the district’s Discipline Management Plan is available in the Student Code of Conduct.

Red Oak ISD is committed to establishing a high standard of learning within our students. When a student interrupts or stops that learning from taking place, a warning will be given. Only after the warning* will further consequences be earned as determined by the school administration. * (Note: Immediate consequences may be given when a student’s behavior presents risk of harm to self or others. Warnings are not required for those offenses resulting in an office referral.)

**Discipline Plan Steps K - 5**

***Steps in the plan will accumulate throughout the entire school year.***

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Detention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Detention</td>
</tr>
<tr>
<td>Step 3</td>
<td>Detention</td>
</tr>
<tr>
<td>Step 4</td>
<td>Detention</td>
</tr>
<tr>
<td>Step 5</td>
<td>Up to 1 day earned ISS (in-school suspension) or 3-hour after school detention</td>
</tr>
<tr>
<td>Step 6</td>
<td>Up to 1 day earned ISS</td>
</tr>
<tr>
<td>Step 7</td>
<td>Up to 2 days earned ISS</td>
</tr>
<tr>
<td>Step 8</td>
<td>Up to 2 days earned ISS</td>
</tr>
<tr>
<td>Step 9</td>
<td>Up to 3 days earned ISS</td>
</tr>
<tr>
<td>Step 10</td>
<td>OSS (out of school suspension)</td>
</tr>
<tr>
<td>Step 11</td>
<td>DAEP (15 days)</td>
</tr>
<tr>
<td>Step 12</td>
<td>1 day ISS</td>
</tr>
<tr>
<td>Step 13</td>
<td>2 days ISS</td>
</tr>
<tr>
<td>Step 14</td>
<td>3 days ISS</td>
</tr>
<tr>
<td>Step 15</td>
<td>OSS</td>
</tr>
<tr>
<td>Step 16</td>
<td>DAEP (30 days)</td>
</tr>
</tbody>
</table>

Provided however, a student below grade three or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or attending a school-sponsored or school-related activity on or off school property, the student engages in conduct that contains the elements of: a weapons offense under Texas Penal Code sections 46.02 or 46.05; assault, sexual assault, aggravated assault, or aggravated sexual assault; selling, giving, or delivering to another person or
possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.

A student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see Board Policy FOD] shall be provided educational services in a DAEP.
The disciplinary action taken will be based on “individual offense actions” in most cases. There are a few instances where total cumulative points earned will determine disciplinary action. The administrator reserves the right to use any action deemed appropriate according to specific circumstances. The natural progression of consequences for inappropriate behavior would include after school detention, Saturday detention, in-school suspension (ISS), out of school suspension, and then recommendation for placement in the Discipline Alternative Education Program (DAEP). Serious acts of misbehavior will result in more serious consequences, such as in-school suspension, out of school suspension, placement in DAEP, or recommendation for expulsion.

The Red Oak High School and Red Oak Middle School Discipline Management Plan is based on a point system. When a student has accumulated 15-20 points the student may be placed in ISS for up to three days. When a student has accumulated 30 or more total points for the year, a conference will be held to determine if a DAEP placement is warranted. An example of common offenses is listed below:

<table>
<thead>
<tr>
<th>Offense</th>
<th>Points Per Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessive tardies</td>
<td>1</td>
</tr>
<tr>
<td>Dress Code</td>
<td>1</td>
</tr>
<tr>
<td>Referral to the office</td>
<td>3</td>
</tr>
<tr>
<td>Going to the parking lot without permission</td>
<td>3</td>
</tr>
<tr>
<td>Failure to serve detention or Saturday School</td>
<td>3</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>3</td>
</tr>
<tr>
<td>Not in assigned area</td>
<td>3</td>
</tr>
<tr>
<td>Insubordination/Disrespect</td>
<td>5</td>
</tr>
<tr>
<td>Leaving Campus without permission</td>
<td>5</td>
</tr>
<tr>
<td>Profanity</td>
<td>5</td>
</tr>
<tr>
<td>Scuffling</td>
<td>5</td>
</tr>
<tr>
<td>Tobacco / E-Cigarette (possession/use)</td>
<td>5 First offense; 10 Second offense</td>
</tr>
<tr>
<td>Fighting</td>
<td>10 Points and DAEP Placement</td>
</tr>
<tr>
<td>Fireworks</td>
<td>30</td>
</tr>
<tr>
<td>Vandalism</td>
<td>10 to 30</td>
</tr>
<tr>
<td>Bullying/Harassment of Others</td>
<td>10 to 30</td>
</tr>
<tr>
<td>Alcohol/Drugs</td>
<td>30 DAEP Placement</td>
</tr>
<tr>
<td>Assault</td>
<td>30 DAEP Placement</td>
</tr>
<tr>
<td>Weapons</td>
<td>30 DAEP Placement</td>
</tr>
<tr>
<td>Theft</td>
<td>10 to 30</td>
</tr>
</tbody>
</table>
Any other offense(s) deemed in need of disciplinary action by the administration will be considered General Misconduct and points per offense will range from 1 – 30.

The administration maintains the discretion to assign additional points should the incident deemed to be more severe.

Before ordering removal to a DAEP, a Campus Behavior Coordinator must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student’s disciplinary history, and whether the student has a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Students returning from a DAEP placement will have their discipline reviewed on a case-by-case basis, with a maximum of 15 additional points to be accumulated before a return to DAEP placement.

The principal or campus behavior coordinator and other school administrators as appropriate will report crimes as required by law and will call local law enforcement (Red Oak ISD Police) when an administrator suspects that a crime has been committed on campus.
APPENDIX C

Red Oak ISD

Freedom From Bullying Policy
Note that school board policies may be revised at any time. Below is the text of Red Oak ISD’s policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

Red Oak ISD
070911

STUDENT WELFARE
FREEDOM FROM BULLYING

<table>
<thead>
<tr>
<th>Bullying Prohibited</th>
<th>The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.</td>
</tr>
<tr>
<td>Retaliation</td>
<td>The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.</td>
</tr>
<tr>
<td>Examples</td>
<td>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.</td>
</tr>
<tr>
<td>False Claim</td>
<td>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.</td>
</tr>
<tr>
<td>Timely Reporting</td>
<td>Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.</td>
</tr>
</tbody>
</table>

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District’s policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

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

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s website, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.

DATE ISSUED: 11/14/2017
UPDATE 109
FFI(LOCAL)-A
APPENDIX D

Red Oak ISD

Attendance Policy Information
ATTENDANCE
***** TRUANCY WARNING NOTICE ****
RED OAK PUBLIC SCHOOLS ATTENDANCE OFFICE

NOTICE: Laws governing Compulsory Attendance in Texas Schools

OFFICIAL NOTICE TO THE CHILD AND PERSON(S) STANDING IN PARENTAL RELATION TO THE CHILD.

The State of Texas requires that, unless exempt by Section 25.086, a child who is at least six years of age, or who is younger than six years of age who has previously been enrolled in first grade, and has not yet reached the child’s 19th birthday shall attend school. [Education Code 25.085 (b)]

Students are expected to be present and punctual for all classes throughout the year. Parents have the responsibility and duty to monitor the student’s school attendance and require the student to attend school regularly. When sickness or higher obligation necessitates an absence, parent notification of the reason for the absence is required to excuse the absence and prevent parent and/or student from being referred to a truancy court. [Education Code 25.095]

If a student fails to attend school without excuse on 10 or more days or parts of days within a six-month period in the same school year, the student’s parent is subject to prosecution under Section 25.093, and the student is subject to referral to a truancy court for truant conduct under Section 65.003(a), Family Code.

The school district will notify parents when a student is in violation of compulsory attendance requirements. The notice will inform the parent that the student is subject to truancy prevention measures under Section 25.0915 to be assigned before the 10th unexcused absence occurs. Truancy prevention measures are programs or services that promote consistent school attendance while addressing the underlying risk factors that may lead to truancy. If truancy prevention measures fail to meaningfully address the student’s school attendance, referral to a truancy court that can impose civil (not criminal) consequences is an option for students between the ages of 12 and 18.

If a truancy warning is issued as required by Section 25.095(a), and the parent with criminal negligence fails to require the child to attend school as required by law, and the child has 10 unexcused absences specified under Section 65.003(a), the parent commits an offense. The parent offense is a misdemeanor, punishable by fines according to cumulative offenses. Each day the child remains out of school may constitute a separate offense.

EXCUSED ABSENCES

Any child not exempted from the compulsory attendance law may be excused by the district for the following temporary absences. (Notification from the parent is required to mark a student as excused.)

- Personal sickness
- Sickness or death in the family (Obituary notice or a copy of a program is required for documentation of attendance at a funeral.)
- Quarantine
• Weather or road conditions making travel dangerous
• Days of Suspension
• Any other unusual cause acceptable with prior written permission from parent and approval from the superintendent or the principal of a school in which the student is enrolled.

DOCUMENTATION FOR EXEMPTIONS

Students not actually on campus at the time attendance is taken will be considered in attendance and counted present under the following reasons if the student provides appropriate documentation and completes all makeup work:

• A student who is enrolled in and attending an off-campus dual credit program and is not scheduled to be on campus during any part of the day.
  
  **Required documentation:** The completed and signed Request to Enroll in Dual Credit Courses form. [See EHDD(EXHIBIT)]

• A student who is enrolled full-time in Texas Virtual School Network (TxVSN) courses.
  
  **Required documentation:** All completed enrollment and approval forms from the TxVSN site coordinator. [See EHDE(EXHIBIT)]

• A student who is participating in an activity that is approved by the board and under the direction of a professional or paraprofessional district staff member or an adjunct staff member such as a County Extension Service Agent.
  
  **Required documentation:** Any appropriate approval forms or permission slips, completed and signed, to participate in the activity and the final activity roster.

• A student who is participating in a mentorship approved by the district to serve as one or more of the advanced measures needed to complete the Advanced/Distinguished Achievement Program.
  
  **Required documentation:** A form or note signed by the mentorship sponsor stating that the student is permitted to participate.

• A student who misses school for the purpose of observing religious holy days, including travel days for that purpose.
  
  **Required documentation:** A signed note from the student’s parent stating the holiday the student will be observing, as well as the specific travel days required.

• A student who is in grades 6 through 12 who misses school in order to sound “Taps” at a military honors funeral held in Texas for a deceased veteran.
  
  **Required documentation:** A signed note from the student’s parent or a copy of an obituary or funeral program.

• A student who misses school to attend a required court appearance, including traveling for that purpose.
  
  **Required documentation:** A copy of a subpoena (if applicable) or other court documents stating that the student’s appearance was required.
• A student who misses school to serve as an election clerk, including traveling for that purpose, or to serve as an early voting clerk.

**Required documentation:** A signed note from the head election clerk at the polling location at which the student is working. [See FEA(EXHIBIT)]

• A student who misses school to appear at a governmental office in order to complete paperwork required for the student's application for United States citizenship, including traveling for that purpose.

**Required documentation:** A signed letter from the student’s legal representative or other documentation from the U.S. Citizenship and Immigration Service affirming that the student’s absence was associated with the application for citizenship.

• A student who misses school to take part in the student's own United States naturalization oath ceremony, including traveling for that purpose.

**Required documentation:** A copy of the letter detailing when the student’s ceremony will be taking place, as well as a signed letter from the student’s parent specifying the travel dates.

• A student or student’s child who is temporarily absent because of a documented appointment with a health-care professional licensed to practice in the United States. Students not on campus at the time attendance is taken will be counted present under the following situations:
  o Student attends school a portion of the day, signs out for appointment, signs back in after appointment and provides documentation from the healthcare professional.
  o Student has an early morning appointment, signs in late with documentation from healthcare professional and attends school the rest of the day.
  o Student attends school during morning or some part of the day, signs out for appointment, and brings documentation from healthcare professional upon his/her return to school the following day.

**Required documentation:** A signed note from the healthcare professional.

• A student who is a junior or senior absent for up to two days related to visiting an institution of higher education.

**Required documentation:** The completed and signed Verification of Higher Education Visit. [See FEA(EXHIBIT)]

• A student in the conservatorship of the Department of Family and Protective Services (DFPS) who is absent to attend a court-ordered mental health appointment, therapy appointment, family visitation, or any other activity ordered by a court.

**Required documentation:** A statement signed by the student’s caseworker or other education decision-maker or a copy of relevant sections of the court order.

• A student who is absent to visit his or her parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months, and who meets the requirements in FEA(LEGAL).

**Required documentation:** A copy of the deployment orders or other corroborating information.
• A student who is 17 years of age or older who is pursuing enlistment in the military.

**Required documentation:** Verification of Armed Services or Texas National Guard Enlistment Activities. [See FEA(EXHIBIT)]

• A student is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day.

**Required documentation:** Documentation from the off-campus site coordinator.

• Student is participating, with local school board approval, in a short-term (e.g., 5-day) class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student’s campus.

**Required documentation:** Registration form and/or SPED documentation including documentation from TSBVI or TSD.

**PARENT/STUDENT ABSENCE NOTIFICATION**

**DAY OF STUDENT ABSENCE**

On the day a student must be absent from school, the parent is required to call or email the campus attendance office no later than 9:30 a.m. for grades PK-5th and no later than 12:00 p.m. for Middle School and High School in order for the student’s name to be removed from the automated absent notification system (School Messenger and/or automatic email).

Notification by the parent/guardian explaining the reason for the absence is required including your child’s name and the reason for the absence.

The campus will document whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

**DISTRICT ABSENCE NOTIFICATION**

**DAY OF STUDENT ABSENCE**

If the campus office has not received a telephone call, email, or Online Absence Request through Family Access Portal the day of absence stating the absence reason, the parent/guardian will receive the following:

- Phone call from the Campus Office.
- A recorded telephone message and/or email message if the office has not received notification of absence by the designated time under Parent Responsibility. The system will call the number submitted by the parent on the Student Enrollment/Registration form and/or send an email to the email address submitted by parent.

- **CURRENT WORKING TELEPHONE NUMBERS AND EMAIL ADDRESSES MUST BE ON FILE FOR EACH STUDENT.**

**CONSEQUENCES FOR NOT PROVIDING DOCUMENTATION OF ABSENCE**

If student fails to provide documentation of absence within 5 business days of the absence, absences will be considered unexcused. If excessive unexcused absences occur (no reason
provided from parent or a non-excusable absence), the following truancy procedures will begin:

- The attendance office will send a truancy warning letter after 3 unexcused absences as written documentation and a reminder to parents of their responsibility to monitor attendance to be in compliance with attendance laws.
- After 7 confirmed unexcused absences (no documentation explaining the absence reason received) the student will be referred to the district Truancy Administrator where the student will be assigned a Behavior Improvement Plan which includes truancy prevention measures.
- If the above steps are unsuccessful and the student reaches 10 unexcused absences, the district shall refer the student to a truancy court for truant conduct and/or the parent will be referred to court and is subject to prosecution for failure to require the child to attend school.
- When a student’s absences for personal illness exceeds five consecutive days, the principal or attendance committee shall require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student’s extended absences from school as a condition of classifying the absences as one for which there are extenuating circumstances. Otherwise, the student’s absences may be considered unexcused.

**ARRIVING LATE TO SCHOOL**

Students are expected to arrive to school on time. Late arrival may be defined as “parts of days” and therefore late arrival may count towards compulsory attendance laws. If a student arrives after the designated start time for their campus, they are missing parts of days.

- When sickness or other excusable absence necessitates an early morning absence (late arrival), a notification explaining the reason for the absence is required.

- **ELEMENTARY** – Consequences for arriving late to school:
  - 5 late arrivals – 1 Hour Detention
  - 10 late arrivals – DREAMS class assigned (parents only)
    - Consequences for non-attendance – referral to Truancy Administrator for a Behavior Intervention Plan to begin
    - If late arrivals continue, truancy complaint may be filed in court
  - 15 late arrivals – ISS
  - 20 or more – Counts towards 90% Attendance Rule

- **SECONDARY** – Consequences for arriving late to school:
  - 4th late arrival – Saturday School assigned
  - 5+ late arrivals – DREAMS class assigned
    - Consequences for non-attendance – referral to Truancy Administrator for a Behavior Intervention Plan to begin
- If late arrivals continue, truancy complaint may be filed in court
- Arriving 10 minutes late – counts towards 90% Attendance Rule

- **LEAVING CAMPUS DURING SCHOOL DAY** (including early pickup)

Students shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school as stated in Section II – Release of Students from School. The teacher shall determine that such permission has been granted before allowing the student to leave. [FEF(LOCAL)]

- A student who must leave school during any part of the day shall bring a note from his or her parent stating the reason for the absence and note signed by parent before student will be released. [FEB(LOCAL)]

- In emergency situations, a verifiable, documented telephone call from the parent to the school office, indicating consent and stating the reason for the absence shall be accepted in lieu of a note. [FEB(LOCAL)]

- Parents will be required to show ID when picking up a child during the school day. [GKC(LEGAL)]

- Parents must obtain permission from the principal to check students out early during the last class of the day in grades PK-5 (See Section II - Release of Student from School).

If the student was not taken to the doctor, a note from the doctor’s office or clinic stating that parent discussed symptoms with them and they advised the student to stay home would be sufficient.

**EXCESSIVE PATTERN OF EXCUSED ABSENCES**

If a student establishes an excessive pattern of excused absences, the excessive absences could lead to a violation of the 90% rule. All absences, both excused and unexcused count against the 90% attendance rule.

- After 9 absences in a semester, the student will be referred to the district Truancy Administrator to complete an Attendance Contract requiring all future absences to be accompanied by a note from a physician or health care clinic before they will be marked excused.

**ATTENDANCE NOTIFICATION LETTER (90% Attendance Rule)**

All students must be in attendance for 90% of the number of instructional calendar days scheduled during the year in order to receive academic credit to pass to the next grade level.

Once a student is in violation of the 90% rule, they will not receive credit or a final grade until the instructional time is made up through measures assigned by the campus principal and/or campus attendance committee which may include attending school after hours or Saturday Attendance School. The student will receive a 90% violation letter including the student’s attendance summary and the number of instructional days that need to be made up.

Attendance is taken once a day at Elementary Schools and in all class periods at Secondary Schools. Each class period where period attendance is taken at the secondary level stands alone and counts against the 90% rule.
Students will begin receiving warning letters after the 5th absence stating they may be in jeopardy of violating the 90% rule.

- **8th & 10th Absence**
  Upon the 8th absence in 1st semester and the 10th absence in 2nd semester, students will receive a second warning letter stating they may be in jeopardy of violating the 90% rule in yearlong courses. The letter may also state the procedures and requirements for making up the lost instructional time.

- **15th Absence**
  Students will receive final warning letters stating they may be in jeopardy of violating the 90% rule in yearlong courses. The letter will explain the procedures and requirements for making up the lost instructional time.