

Garrison Middle School Student Handbook 2022–23 School Year



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Middle School Faculty

Superintendent

Reid Spivey

Principal

Larry Prince

Counselor

Julia Konderla

Secretary

Brandy Rogers-Best

Board of Trustees

Heidi Lawrence - President

Matt Barrett - Vice President

Justin Shull - Secretary

Heath Brewer - Member

Matt Harris - Member

Dusty McFadden - Member

Lane Barton - Member

Teachers / Staff

6th Grade

Cindi Schaeffer - Math

Angie Weems - Social Studies / Science

Geneva Brown - ELA

7th Grade

Shasta Henson - Math

Emma Prince - Social Studies

Darla Lindgren - ELA

Travis Weeks- Science

8th Grade

Alexia Rushin - ELA

Emma Prince - Social Studies

Travis Weeks - Science

Amy Roberts - Math

John White - CTE – Principles of Information Technology / Girl's Athletic Coordinator /
Head Volleyball Coach

Austin Montgomery- Paraprofessional - ISS

MS Special Services

Staci Crumbie - Teacher

Open - Special Education Paraprofessional

Preface Parents and Students:

Welcome to the new school year!

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

The Garrison Middle School Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the [Garrison Middle School] Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.garrisonisd.com. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at [Garrison Middle School front office].

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

The policy manual includes:

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

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

Reid Spivey

Superintendent

459 N. US Hwy 59, Garrison, TX 75946

spiveyr@garrisonisd.com

936-347-7000

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

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

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

Accessibility

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

Crystal Linebarger

Garrison ISD PEIMS Coordinator / Administrative Assistant

459 N US Hwy 59, Garrison, TX 75936

linebargerc@garrisonisd.com

936-34-7000

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

5th -8th grade students for the 2022-2023 school year. School administrators and our School Health Advisory Committee selected this curriculum due to its age-appropriate, conservative content and its information about healthy relationships and promoting abstinence as the healthiest choice to prevent pregnancy and disease transmission. The program is evidence-based, medically accurate, and adheres to the Texas Health TEKS. Participating in this human sexuality curriculum may increase students' ability to communicate their personal boundaries, and choose healthy relationships to prevent dating violence. Participation may also reduce their risk of getting pregnant or getting someone else pregnant and having a sexually transmitted infection. Garrison ISD has an "opt-in" policy where the parent/guardian must sign a permission form to allow his/her child to participate in the curriculum. Please indicate below if you do or do not agree for your child to take part in the curriculum. Please return your signed permission slip to the campus principal by the last day of this school year (May 19th). If you would like to review the curriculum, you may visit esteemjourney.com. If you have any questions about the curriculum or its implementation in your school, you may contact Colleen Hill at hillc@garrisonisd.com. For further information, see the district's human sexuality instruction website at www.garrisonisd.com

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 44 and FNG(LOCAL).

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

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

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 9.]

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

Garrison ISD will begin teaching Esteem Journeys, a social-emotional learning and human sexuality curriculum, to

5th -8th grade students for the 2022-2023 school year. School administrators and our School Health Advisory Committee selected this curriculum due to its age-appropriate, conservative content and its information about healthy relationships and promoting abstinence as the healthiest choice to prevent pregnancy and disease transmission. The program is evidence-based, medically accurate, and adheres to the Texas Health TEKS. Participating in this human sexuality curriculum may increase students' ability to communicate their personal boundaries, and choose healthy relationships to prevent dating violence. Participation may also reduce their risk of getting pregnant or getting someone else pregnant and having a sexually transmitted infection. Garrison ISD has an "opt-in" policy where the parent/guardian must sign a permission form to allow his/her child to participate in the curriculum. Please indicate below if you do or do not agree for your child to take part in the curriculum. Please return your signed permission slip to the campus principal by the last day of this school year (May 19th). If you would like to review the curriculum, you may visit esteemjourney.com. If you have any questions about the curriculum or its implementation in your school, you may contact Colleen Hill at

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hillc@garrisonisd.com. For further information, see the district's abuse prevention instruction website at www.garrisonisd.com

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 44 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 8; **Dating Violence** on page 50; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 38]

Consent to Provide a Mental Health Care Service

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

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

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

The mental health liaison can be reached at:

Kasey Phillips

Garrison ISD Counselor

459 N. Hwy 59, Garrison, TX 75946

phillipsk@garrisonisd.com

936-347-7020

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

[See **Mental Health Support** on page 83.]

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

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

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

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

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

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

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

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

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

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

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

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

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

A parent who does not want corporal punishment administered to his or her child must [return the form included in the forms packet This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

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

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to send a copy of the text message to the employee's district email address.

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

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and

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- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

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

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

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

The district has identified the following as directory information: The District has designated the following categories of information as directory information: «S all other dir info». If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

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

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

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

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

- Name,
- Address, and
- Telephone listing.

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

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

A parent may inspect:

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

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

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

See **Consent to Human Sexuality Instruction** on page 8 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 9 for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 95 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

- Informal observations;
- Evaluative data such as grades earned on assignments or tests; or

- Results from diagnostic assessments.

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

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

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 103 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records;
- Test scores;

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

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

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

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

Legitimate educational interest may include:

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

School officials may include:

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

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

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

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office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 12 to prohibit this disclosure.]

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

The principal is custodian of all records for currently enrolled students at the assigned school. The *superintendent* is the custodian of all records for students who have withdrawn or graduated.

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

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

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

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

Larry Prince

Garrison Middle School Principal

459 N. US Hwy 59, Garrison, TX 75946

princel@garrisonisd.com

936-347-7020

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

Reid Spivey

Garrison ISD Superintendent

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459 N. US Hwy 59, Garrison, TX 75946

spiveyr@garrisonisd.com

936-347-7000

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

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

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

[See **Report Cards/Progress Reports and Conferences** on page 96, **Complaints and Concerns** on page 44, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/Policy/Code/922?filter=FL>.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom.

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

[See **Bullying** on page 35, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the

same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

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

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

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

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 49, and **Students in Foster Care** on page 106.]

A Student Who Is Homeless

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 49, and **Students who are Homeless** on page 106.]

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

Whitney Alvarez

Nacogdoches County Special Education Co-Op Diagnostician

459 N. US Hwy 59, Garrison, TX 75946

Whitney.alvarez@centralhts.net <mailto:crumbies@garrisonisd.com>

936-347-7020

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

Lisa Farrell

Nacogdoches County Special Education Co-Op Transition Specialist

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:

Julia Konderla

Garrison ISD 504 Coordinator

459 N. US Hwy 59, Garrison, TX 75946

konderlaj@garrisonisd.com

936-347-7020

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26.]

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

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

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

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the

household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page 58 and **Special Programs** on page 103.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Garrison Middle School Policies and Procedures

Garrison Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs. Clark Bynum has been designated to coordinate compliance with Title VI of the Civil Rights Act of 1964, as amended, and Title IX of the Educational Amendments of 1972. Julia Konderla has been designated to coordinate the compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

According to the No Child Left Behind Act of 2001, parents have the right to request information regarding the professional qualifications of their child's classroom teacher(s). If they request this information, the district or school will provide them with the following as soon as possible:

- a. If the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
- b. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. The type of college degree major of the teacher and field of discipline for any graduate degree or certificate; and
- d. If your child is receiving Title I services from paraprofessionals and if so, his/her qualifications.

If they would like to request this information, please contact the school.

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

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

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

ADMISSION

A student or the student's parent who wants to enroll in the district should contact the Superintendent's office or the Middle School Principal's office.

ASBESTOS

A student or student's parents may review the District's Asbestos Management Plan at the Superintendent's office.
See attached letter.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy or who does not follow District rules of conduct during an assembly will be subject to disciplinary action.

Absences/Attendance

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

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

Compulsory Attendance

Ages 6–18

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

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

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

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;

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- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 102.

Secondary Grade Levels

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

[See **Driver License Attendance Verification** on page **Error! Bookmark not defined..**]

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

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

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

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

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

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

Leaving Campus

G.M.S. has a closed campus during the school day. A student who must leave school during the day must check out through the principal's office and provide a written and/or verbal response from the parent. A student who becomes ill during the day should, with the teacher's written permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

Students must remain on campus during lunch.

A student absent from school or from any class, without permission, will be considered truant and subject to disciplinary action.

Extracurricular Activities

Students must attend school on the day of a scheduled extracurricular or co-curricular event. If a student is absent for any reason other than a school related activity, doctors

appointment, or documented court appearance, the student will not be allowed to participate on the day or evening. A student must be in school prior to 10:00 a.m. in order to be counted present. Garrison Middle School offers the following extra-curricular activities: Athletics, Band, FCA, FFA, Cheerleading, Twirling and UIL.

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

1. During the first grading period, a student is eligible if he/she was promoted at the end of the previous year.
2. During the other grading periods, a student who receives an average grade below 70 in any course or subject, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP), may not participate in extracurricular activities for at least three school weeks. The suspension from extracurricular activities goes into effect seven days AFTER the last day of the grading period. A student regains eligibility at the end of the three-week grading period in which a passing grade (70 or above) is earned in all subjects, but may not participate until 7 days following the end of the three-week period.
3. A student is allowed up to 10 activity related absences from a class during the school year, and up to 5 absences for post district competition. A student who has extinguished his/her days may apply for a waiver provided they meet the following criteria:
 1. Passed all parts of STAAR in the prior year.
 2. Is currently maintaining an 84 average or better in all classes.
 3. Cannot have more than 3 office referrals for discipline or tardies.

A student must apply for this waiver each time their days have been used.

Tardy Policy

Any student who is not in the classroom at the time that the tardy bell rings will be considered late for class and thus counted tardy. Tardies will be considered unexcused unless there is a note provided from the office or from other school personnel.

Tardiness is no longer grounds for Truancy.

The student will be allowed two unexcused tardies per class per six weeks period. Upon a student receiving a third tardy in a class, the teacher will be responsible for sending that student

to the principal's office with a discipline referral notice. Upon receiving the discipline notice, the following action will be taken

- Third tardy – Corporal punishment or one day of A.S.D.
- Fourth tardy – Corporal punishment or two days of A.S.D.
- Fifth tardy or more – parent conference plus I.S.S.

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is:

Joel Barton

Garrison ISD Chief of Police

459 N. US Hwy 59, Garrison, TX 75946

bartonj@garrisonisd.com

936-347-7000

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

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

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

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance—Exemptions** on page 28 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at *10:00a.m.* *Attendance will be taken **every** class period at the beginning of class.*

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

Documentation after an Absence (All Grade Levels)

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

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

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

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

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

Within 3 days of returning to school, a student absent for more than 4 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

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

Accountability under State and Federal Law (All Grade Levels)

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

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

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

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

Students at Garrison ISD may regain credit by completing the required plan which may include the following:

- Complete required assignments and any additional assignments as specified by the plan
- Satisfy time missed from school through Absence Recovery Days each six weeks or through summer school
- Maintain attendance requirements set by the Attendance Committee for the rest of the

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semester

- Complete any other requirements set forth in a plan designed by the attendance committee.

Students with excessive absences must meet with the Campus Attendance Committee where the decision to grant or deny credit will be made. The Attendance Committee will investigate the student absences to determine if there were extenuating circumstances beyond the control of the parent and student when making this decision. The Attendance Committee will determine the acceptability and authenticity of documented reasons for the student's absences. The committee shall also consider whether or not the student has completed missed assignments, mastered essential knowledge and skills, and maintained passing grades in the course or subject when making this decision. Petitions for credit may be filed at any time after the student has received notice from the appropriate administrative office, but no later than 30 days after the last day of the semester for which credit is lost because of absences.

Students with “unexcused” absences may be determined to be truant. Truancy may result in assessment of penalties by a court of law against the parent and the student. Students are considered truant if they are:

Absent from school without excuse for ten or more days or parts of days in a six month period during the school year

Persistent tardies are no longer considered truancy.

A complaint may be filed against the student in court for failing to attend school. A complaint may be filed against the parent for failure to enforce compulsory attendance.

A person required to attend school may be excused for temporary absence resulting from any unusual cause acceptable to the Superintendent or the principal of the school in which the student is enrolled.

Such causes may include, but are not limited to:

- personal sickness
- family death or emergency
- juvenile court proceeding
- board approved extracurricular activity
- approved college visitation

Awards and Honors (All Grade Levels)

Bulldog Honor Roll – Must have an A average in every class for the six weeks.

'A' Average Honor Roll – Must have a 90 or higher average in their academic courses.

G Awards – GMS grade level teachers select students for outstanding academic achievement and excellent citizenship.

8th Grade Valedictorian and Salutatorian – Students are ranked based on the averages of their core classes through the 5th 6 weeks plus the averages of the core classes at the 3 week grade check of the 6th 6 weeks. Algebra 1 is the only weighted course offered at GMS. Algebra 1 is weighted at 1.06.

Bullying (All Grade Levels)

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

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

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

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

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

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money

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- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

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

A student may anonymously report an alleged incident of bullying by accessing www.garrisonisd.com and clicking on the STOP BULLYING link on the home page. Fill out the middle school bullying report.

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

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

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

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

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

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

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

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

[See **Safety Transfers/Assignments** on page 21, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50, **Hazing** on page 79, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE)

GMS offers career and technical education classes in the following areas:

- Principles of Agriculture, Food and Natural Resources

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- Principles of Information Technology

Admission to these programs is based on availability of classroom space / availability.

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

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

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

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

[See **Nondiscrimination Statement** on page 93 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

CAFETERIA SERVICES

The District participates in the National School Meal Program and offers free and reduced-price meals based on a student's financial need. Information can be obtained from Denise Derby at the school cafeteria.

The District follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day

Celebrations (All Grade Levels)

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

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

[See **Food Allergies** on page 86.]

CHEATING/PLAGIARISM/ACADEMIC DISHONESTY

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating, and the student will be subject to academic disciplinary action that may include loss of credit for the work in question.

Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

CHECK ACCEPTANCE POLICY

Our school district 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, full 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 fee by means of electronic payment. In the event your check is returned for non-payment, checks may no longer be an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead of a check payment (cash, credit card, online payment).

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.garrisonisd.com. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence**,

Discrimination, Harassment, and Retaliation on page 50 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 9.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 9.]

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

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

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

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

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp) (<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>).

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

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

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

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

CLUBS, ATHLETICS, AND ORGANIZATIONS

Student clubs and performing groups, such as the band, choir, and drill and athletic teams may establish rules of conduct and consequences for misbehavior that are stricter than those for students in general. Students and

parents must sign an acknowledgment of stricter standards of behavior as a condition of participation in clubs or performing groups. GMS is pursuing the addition of a new club / organization to better serve the social and emotional well-being of our students. Input from faculty and the student population will be evaluated to determine what club / organization will be added.

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page **Error! Bookmark not defined.**]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

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

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

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

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

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

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 36 for information on CTE and other work-based programs.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's

grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

COMMUNICABLE DISEASES/CONDITIONS

Parents of a student with a communicable or contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious. These diseases include Chickenpox, Common Cold with fever, Diphtheria, Fever (100.4 or greater), Gastroenteritis (Viral), Giardiasis, Head Lice (Pediculosis), Hepatitis (Viral, Type A), Impetigo, Influenza, Measles (Rubeola), Meningitis (Bacterial), Mumps, Pink Eye (Conjunctivitis), Polio (Polio), Ringworm of the scalp, Rubella (German Measles), Salmonellosis, Scabies, Shigellosis, Streptococcal Sore Throat and Scarlet Fever, tuberculosis (Pulmonary) and Whooping Cough (Pertussis).

State law requires the District to provide the following information on Bacterial Meningitis:

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

WHAT ARE THE SYMPTOMS? Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

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

HOW IS BACTERIAL MENINGITIS SPREAD? Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The

bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

HOW CAN BACTERIAL MENINGITIS BE PREVENTED? Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90 percent). It 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 Texas Department of Health office to ask about meningococcal vaccine.

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting the campus secretary at 936-347-7020 and providing the correct information.

Automated Emergency Communications

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

[See **Safety** on page 97 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 97 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at

[https://pol.tasb.org/Policy/Download/922?filename=FNG\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/922?filename=FNG(LEGAL).pdf) complaint forms can be accessed at the principal's or superintendent's office.

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

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

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

COMPUTER ACCESS – ACCEPTABLE USE AND CODE OF CONDUCT

Students are given access to the District's electronic communications system. Through this system, students will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. Students will have access to hundreds of databases, libraries, and computer services all over the world. **Students who do not have dependable internet access at home will be able to have assignments printed, upon reasonable request.**

With this educational opportunity comes responsibility. It is important that students read the District policy, administrative regulations, and agreement form and ask questions if they need help in understanding them.

Inappropriate system use will result in the loss of the privilege to use this educational tool.

Please note that the Internet is a network of many types of communication and information networks. It is possible that students may run across areas of adult content and some material may be objectionable. The District will take reasonable steps to restrict access to such material by using a filtering software system, however it is not possible to absolutely prevent such access. It will be the student's responsibility to follow the rules for appropriate use.

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Grade 6-12 students will be assigned an individual account, and they will be responsible for not sharing the password for the account with others.

The account is to be used primarily for identified educational purposes, but some limited personal use is permitted.

Students will be held responsible at all times for the proper use of their account, and the District may suspend or revoke their access if they violate the rules. Students may not receive or transmit e-mail from a school computer.

INAPPROPRIATE USES

- Using the system for any illegal purpose
- Student participation in chat rooms.
- Borrowing someone's account without permission
- Posting personal information about yourself or others (such as addresses and phone numbers).
- Downloading or using copyrighted information without permission from the copyright holder.
- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, or illegal.
- Cyberbullying others through the computer. This includes threatening or harassing messages or posting
- Wasting school resources through the improper use of the computer system.
- Gaining unauthorized access to restricted information or resources

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the system;
- Revocation of the computer system account; or
- Other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of

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contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.garrisonisd.com and the coordinator for this campus is listed below:

Larry Prince

Principal

459 N. US Hwy 59, Garrison, TX 75946

princel@garrisonisd.com

936-347-7020

Deliveries

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

Disruption of School Operations

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

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

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

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

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

Social Events

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

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

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

CONFERENCES

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

A student or parent who wants information or wants to raise a question or concern is encouraged to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the office for an appointment during the teacher's conference period or at another mutually convenient time. **The principal and grade level team may meet with the parent during this conference.**

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

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

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

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

[See **Scholarships and Grants** on page **Error! Bookmark not defined.** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. **A student who wishes to meet with the school counselor should access the school website at www.garrisonisd.com, click on LINKS, COUNSELORS, ELEM/MS COUNSELOR then click on STUDENT SELF REFERRAL FORM.** As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support** on page 83, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 38, and **Dating Violence** on page 50.]

Course Credit (Secondary Grade Levels Only)

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

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

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

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

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

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

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

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

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

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

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

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

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

Students in Grades 6–12

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

- A passing score of at least 80 on an examination approved by the board; or

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

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

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

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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures** on page 52.

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

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

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;

- Stalking; or
- Encouraging others to engage in these behaviors.

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

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

For more information on dating violence, see:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 9.]

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

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

- Touching private body parts or coercing physical contact that is sexual in nature;

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- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

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

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

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

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 35]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have

experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

DISRUPTION BY STUDENTS OR OTHERS

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution.

The District may pursue a criminal charge against and/or discipline any person inciting, promoting, or participating in a protest demonstration, riot, sit-in, walk-out, blocking of entrances, threatening force, etc.

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

School Materials

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

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

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal or designee 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 nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus. [See policy FNAF for more information.]

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

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

From Others

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

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

The Superintendent shall designate times, locations, and means for distribution of nonschool literature at District facilities, in accordance with this policy.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

- See Dress Code in the Garrison Middle School Code of Conduct pg. 127- 129

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

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

DROP-OFF PROCEDURES

Elementary / MS drop-off will begin when the automatic gate opens at 7:20am.

Elementary / MS doors to be unlocked when the automatic gate closes at 7:50am.

Students arriving at school from the Elementary, Middle School Campus or High School Campus should be dropped off at the designated drop off area.

DRUG TESTING POLICY

Drugs to be tested for:

Amphetamines, Cocaine, Opiates, Phencyclidine (PCP), Tetrahydrocannabinoides (Marijuana), Steroids, and Alcohol.

Testing Procedures and Protocol:

1. Any student in grades 7-12 representing Garrison ISD in any school activity will be initially tested at the beginning of the school year.
2. Students not tested at the beginning of the year must be tested prior to participation in a school sponsored activity, including new students.
3. Each student in grades 7-12 will be eligible for random testing during the school year. A predetermined number of students will be selected for random testing at least 4 times a year.
4. The method of screening is by a certified SAMHSA laboratory using a urinalysis and/or hair sample
5. The method of screening is by a certified collection technician.
6. Failure to produce a sample in the allotted time period will be considered a positive screening.
7. Non-compliance by any student will be considered a violation of policy and grounds for removal from the program(s).
8. Students refusing to be tested will be subject to sanctions as if testing positive. Readmission to the program will be contingent upon the student agreeing to participate in the drug testing program and a negative result.
9. A confirmation test shall be administered by the certified lab to confirm the initial test results.
10. All specimens will be identified by the student's social security number.
11. All offenses are cumulative for the student's career.

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12. A parent/student consent form must be signed prior to testing.
13. Students who test positive and/or who are reported by law officials to have been involved with the selling, buying, use or possession of an illegal drug or paraphernalia will be subject to the sanctions listed below.

Sanctions for Positive Testing

First Offense:

1. Notification of parent or guardian
2. Student must complete a drug education program at the expense of the student.
3. Suspension from extracurricular activities for 30 calendar days.
4. Student must be retested at the end of 30 days and their system clear of any drugs before reinstatement.
5. A letter of intent to remain in extracurricular programs must be signed by the student and parent. Students will remain in school programs to practice but will not be allowed to participate in any competition until student has met all guidelines for reinstatement.

Second Offense:

1. Notification of parent or guardian
2. Student must complete a drug education program at the expense of the student.
3. Suspension from extracurricular activities for the remainder of the semester or 85 school days, whichever is longer.
4. Student must be retested at least twice during the suspension period – once randomly and once at the end of the suspension period.
5. A letter of intent to remain in extracurricular programs must be signed by the student and parent. Students will remain in school programs to practice but will not be allowed to participate in any competition until student has met all guidelines for reinstatement.

Third Offense:

1. Notification of parent or guardian.
2. Suspension from extracurricular activities for the remainder of student's high school career.

Confidentiality

1. The collection and coding of specimen samples are done by an independent lab technician and are executed in a manner insuring total confidentiality and proper identification.
2. Test results are known only by the student, the parent/guardian, administrator, and head coach/sponsor.
3. All test results shall be destroyed when the student is no longer in school.

Appeal

1. A parent or guardian may appeal a positive test result by following the procedures described in board policy FNG(local).

EMERGENCY MEDICAL TREATMENT

Parents are asked to complete an emergency care form each year that include a place for parental consent for school officials to obtain medical treatment for the student, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by the parents as necessary.

EMERGENCY SCHOOL CLOSING INFORMATION

In case of emergency school closing, the Superintendent or designee will notify the following media services

- **Apptegy ThrillShare** (computer generated telephone message)
- KLTN Channel 7, Tyler
- KTRE Channel 9
- KJCS FM 103 Radio
- KTBQ FM 107 Radio
- KYKS Radio Lufkin FM 105.1
- **Early Dismissal of School**

If possible, students will be in school until 1:00 PM. The above will be notified. Students will have the opportunity to notify parents of early release.

Electronic Devices and Technology Resources (All Grade Levels)

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 107 for graphing calculator applications on computing devices.]

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

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

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

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

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 101 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 63 and **Standardized Testing** on page 103.]

English Learners (All Grade Levels)

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

the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 103, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 107.]

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

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- 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 [insert number] absences not related to post-district competition, a maximum of [insert number] absences for post-district competition prior to state, and a maximum of [insert number] absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

FCA
STUDENT COUNCIL

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.

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- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 107.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

FIRE, TORNADO AND OTHER EMERGENCY DRILLS

Students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or marshals quickly, quietly, and in an orderly manner.

LOCKOUT: Get Inside / Lock outside doors / Business as usual

LOCKDOWN: Lock doors / Get out of sight / Silent

EVACUATE: Teacher leads students to specified location / Keep attendance & Parent notification information

SHELTER: Seal the room / Drop, Cover, & Hold / Keep attendance information

HOLD: Lock doors / Business as usual

FLOWER DELIVERIES

(Please DO NOT USE GLASS CONTAINERS)

The Middle School campus only accepts flower and/or balloon deliveries for students on their birthday, Homecoming, Valentine's Day, and other approved occasions. Deliveries may be accepted at any time at the front office, but, they will usually be placed in a safe place until the end of the day and delivered to the appropriate student.

HOMEcoming MUMS

Middle School students are allowed to wear homecoming mums to school.

FOOD ALLERGIES

The district MUST 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.

FOOD DELIVERIES

Food may only be delivered to a student by family members. Delivery must be to the front office at or just prior to the student's lunch time.

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Grading Guidelines (All Grade Levels)

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

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

[See **Report Cards/Progress Reports and Conferences** on page 96 for additional information on grading guidelines.]

GRADING PROCEDURES

Garrison ISD

Garrison Secondary (MS & HS)

Instructional, Grading, and Reporting Procedures

The purpose of this document is to provide guidance regarding instructional, grading, and reporting procedures.

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State curriculum frameworks and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of local curriculum.

Local Curriculum

The District shall determine essential standards that relate to the TEKS for grade level subjects or courses. These standards shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Curriculum consists of the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including instructional materials and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning. Each secondary school maintains a balanced curriculum including Reading Language Arts (RLA), Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Languages Other Than English (LOTE), and Career and Technical Education (CTE).

GISD Curriculum (Pacing) Guides

The District has the responsibility for developing a scope and sequence and pacing guides to align curricula PK-12 district wide and a timeline of critical objectives for each six- weeks in each subject. Additionally, the District is responsible for regularly reviewing and revising curriculum to reflect real-world needs, depth and complexity, and rigor and relevance to meet the needs of all students. Garrison ISD has adopted TEKS Resource System to aid in pacing and alignment.

All Garrison Independent School District (GISD) curriculum guides are correlated to the TEKS to ensure coverage of the essential knowledge, skills, and concepts of each course. GISD Curriculum Guides have been developed using the TEKS Resource System (TRS).

Instructional Materials/Textbooks

District-adopted textbooks and electronic media serve as an instructional resource to meet course and curriculum objectives. District adopted textbooks are selected through a committee process made up of teachers representing the subject and grade levels in the adoption. Locally-purchased instructional materials are selected by the District and campus to address identified needs.

Online Instructional Materials and Resources

Most instructional materials and resources are available in both an online and physical format for student accessibility and usage. Students will use the District approved learning management systems (LMS) to interact with their lessons. Students in grades PreK- grade 2 will use SeeSaw and students in grades 3-12 will use Google Classroom.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, as evidenced by: formative and summative assessments, effective teaching practices, student learning styles, and demonstrated success through the assessment process. Student academic achievement shall be based on the degree of mastery of the instructional objectives as outlined in the TEKS for each subject. The objectives reflect the Texas Education Agency TEKS and address the knowledge, skills, and concepts needed for successful performance in the current grade and in the next grade. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course. Grades are determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations including learning targets, and the teacher must be prepared to document and explain how grades are determined.

Required Attendance

All students are required to attend at least 90% of their classes to receive course credit and be promoted.

Academic Achievement: Retention and Promotion

Curriculum Mastery

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course.

Standards For Mastery

Mastery shall be determined as follows:

1. Course assignments and unit evaluations shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade in all subjects. Dual credit course passing standards are set by the partnering colleges.

Garrison Middle School Student Handbook

2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, six-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Retention and Promotion Policy

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. Students who do not meet the requirements for promotion will not be allowed to make up more than two classes from any accredited summer school program. Garrison ISD is not obligated to provide summer school programs for students who do not meet the requirements for promotion.

If a student in grade 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 8 assessment. However, the student's score on the EOC assessment will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

High School Grade Classification

Grade classification is established at the beginning of the fall semester and is based on the total number of credits that a student has earned. Grade classification may be revised at semester at the discretion of the Principal. Students who did not have the appropriate number of credits for the previous year will be reclassified in January, for STAAR purposes only.

CREDITS EARNED	GRADE	CLASS
0.0 - 7.0	09	Freshman
7.5 - 14.0	10	Sophomore
14.5 - 20	11	Junior
20.5 - 28	12	Senior

Garrison HS graduation requirements are outlined in the Garrison High School Student Handbook.

Accelerated Instruction Requirements: HB 4545

HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). The legislation includes elimination of grade retention and retesting requirements in grades 5 and 8. In addition, for any student who does not pass the STAAR test in grades 3, 5, or 8 in math or reading, a new requirement is to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress. Finally, for any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, HB4545 mandates clarification of prior accelerated instruction requirements, specifying that it must include either:

- Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
- Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day.

Official Grade Reports.

Progress Reports

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding student progress in a subject, in conduct, or in both. The progress report reflects both satisfactory and unsatisfactory student progress.

1. Progress reports will be issued at the end of the first three weeks of the grading period to the parents of a student whose average is lower than 75.
2. It is the student's responsibility to deliver the progress report to the parent/guardian.
3. It is recommended that the progress report be signed by the parent/guardian, indicating they have seen the progress report, and returned to the teacher/school.
4. If a student's grade falls below 70 after the third week of a six-week grading period, the teacher will contact the parent/guardian by phone or in writing.
5. Teachers will maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians.

Report Cards

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress, student conduct, and absences.

1. Report cards are computer generated.
2. All students will receive a report card at the end of each grading period.
3. It is the student's responsibility to deliver the report card to the parent/guardian.

Online Records—Parent Portal

1. Parents/guardians may also access student progress information through the Parent Portal.
2. The Parent Portal displays individual assignment grades in the teacher gradebook (if applicable).
3. Teachers will update grades weekly in the online gradebook to keep students and parents informed of ongoing progress.
4. Parents/guardians should contact the school regarding access information.

Academic Grading Scales

Grades 6-12

The District will report six-week averages to parents/guardians as numerical scores.

The following relates the numerical scores and letter grades used for reporting all academic progress and includes dual credit.

90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 and below	F	Failure

Extra credit grades cannot raise the student's grade higher than 100.

Grading Roles and Responsibilities

All Students will:

1. Complete assigned work on time and return it to the teacher. The Learning Management Systems (LMS) may be used to complete and submit work assignments.
2. Plan to schedule work on long-term assignments so assignments will be completed on time.
3. Initiate communication with the teacher when he/she does not understand the assignment or if he/she is experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Maintain academic integrity and honesty. Academic dishonesty may result in academic **and/or** behavioral consequences (see **Academic Dishonesty**).

*Students participating in extracurricular activities must meet grade eligibility requirements for participation.

Parents/Guardians will:

1. Establish a specific time, place, and manner for schoolwork to be completed.
2. Provide the supplies and materials necessary to complete homework.
3. Monitor as needed; refrain from completing assignments and/or homework for the student.
4. Initiate communication with the teacher as soon as concerns arise.

The Campus Administrator will:

1. Adhere to the grading guidelines as established by GISD procedures and guidelines.
2. Design and designate exam schedules as needed.
3. Address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at the three-week grade checks.

The Teacher will:

1. Communicate the content and objectives and homework assignments for each class.
2. Clearly denote which assignments will be completed in the LMS.
3. Enter grades in the gradebook weekly. All records of grades and assessments become a part of the confidential record for the evaluation of student progress.
4. Inform students of content covered on all major assessments.
5. Not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity (i.e. athletics/academic UIL/etc).
6. Provide students with a rubric for long-term projects.
7. Follow the Garrison Elementary Grading Procedures and ask for clarification from campus administration or department chairs as needed.
8. Provide frequent feedback to students and parents regarding student progress.

Teacher Records/Gradebook

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the District-provided electronic gradebook.

1. Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for evaluation of student progress.
3. The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
4. The electronic gradebook must adhere to the calculations outlined in the department procedures for grade weights.
5. Only the teacher of record (or principal designee) will enter grades in the gradebook.
6. Teachers will update electronic gradebooks on a weekly basis.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Daily work should be returned to the student either face-to-face or via the LMS. Larger projects should be reviewed and returned on a timely basis. This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to an assessment.

Lesson Plans

The purpose of a lesson plan is to provide a written document outlining daily objectives and activities for instruction. The lesson plan may include state, district, and campus objectives reflecting required TEKS. Lesson plans should be turned in on a scheduled basis. This schedule will be established on each campus.

Instructional Tutorials

The purpose of a tutorial session is to serve as an instructional reinforcement for students needing assistance. All GISD students are welcomed and encouraged to attend tutorial sessions.

1. Day and time/frequency of scheduled tutorials will be set by each campus. Some campuses may have tutorials within the school day.
2. Each teacher must be available to students during scheduled tutorial times as determined by the campus.
3. Teachers should keep a log of students attending tutorials.

Parent/Guardian-Teacher Conferences

A teacher will schedule one or more conferences with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is causing disruptions in the learning process, or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the three-week progress report or report card. Such conferences may be handled by telephone, in person, Zoom, Google Meets, or in writing. The District requires each teacher to notify parent(s)/guardian(s) of the need for a conference at the six weeks grading period if the grade is below the level required for course credit or grade level advancement or at any point that the student's grade is failing.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first week of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and units. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major units. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher contact information
- Outline of major course units, themes, or projects

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- General method of assessment and grade calculation
- Grading Procedures
- Assigned reading/literary works if applicable

Awarding Class Credit

Mastery of Objectives

Student academic achievement or progress shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).

Required Attendance

All students are required to attend at least 90% of their classes to receive course credit and be promoted.

A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the 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 for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed a 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, if appropriate. Further guidelines can be found in the **Attendance** section of the Garrison HS Student Handbook.

Credit Recovery Course Grading and Credit

Students enrolled in high school credit courses via the Credit Recovery program will not have grades posted in the online gradebook as in other courses. Credit Recovery delivers instruction and assessments in a unique environment requiring specialized procedures.

Types of Assignments/Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the following departments: Career and Technical Education (CTE), Fine Arts, Physical Education, and Athletics.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from participation.

Teachers of performance-based courses should work with the program-area coordinator/director to ensure that their grading system is in compliance with GISD Grading Procedures and the expectations and guidelines of the program area.

Major Grades

All major grades measure performance based on the TEKS or content. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills.

Tests/Examinations

Tests and examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and district objectives, and provide opportunities to demonstrate certain knowledge or skills.

1. Tests/Examinations are assessments designed to measure a student's successful attainment of the knowledge and skills outlined in the TEKS.
2. Major examinations or tests are chapter, unit, concept, or cumulative assessments.
3. Additional tests include Curriculum Based Assessments (CBAs) & Benchmark Assessments

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of course objectives or content. Performance assessments will reflect real-world tasks and relate to instructional objectives. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. A rubric may be provided to the student prior to the beginning of the assignment.

There are many forms of assessments that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

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- classroom participation
- classroom discussions
- oral and/or written responses
- experiments
- research project
- portfolios
- group work/projects
- lab reports

Special Projects/Major Essays

1. Major essays or projects are lengthy classwork or homework assignments that may take up to several weeks for a student or group of students to complete.
2. A rubric may be provided to the student prior to the beginning of the assignment.
3. Major essays or projects, assigned over a lengthy period of time and included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline. Any exceptions for late term projects for full credit must be approved by the principal or principal's designee after meeting with the classroom teacher.
4. Penalty for late projects will be the same as for all other late work. The teacher will accept all late papers/projects turned in up to two weeks after the due date for feedback purposes only. After two weeks, the teacher is under no obligation to read or comment upon late papers/projects.

Daily Grades

Daily Work

All daily grades measure performance based on the TEKS or content for each assignment. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills. Daily grades may include, but are not limited to, common assessments, quizzes, in-class assignments, multiple day assignments and/or projects, and labs.

In addition, daily work/classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework.

Homework

Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program.

Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous or current learning to display their understanding. Homework and classwork should be considered extended learning opportunities for students to show mastery of concepts taught.

Homework should never be a disciplinary measure, but should be used to enrich and strengthen classroom experiences and student learning. New concepts introduced through homework should only be evaluated on effort.

Grading Homework

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Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.

Quizzes

Quizzes are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance and may or may not be used as a grade.

Semester/Final Exam (High School Credit Courses)

1. Semester/Final exams are comprehensive according to what was taught and administered in all high school credit courses at the end of the fall and spring semester.
2. In order to be exempt students must meet exemption criteria (see Exam Exemption Guidelines below).
3. Semester/Final exams must be representative of the work of the entire semester.
4. Any exceptions to this policy for the administration of semester/final exams must be made at the department level with principal approval.
5. Semester exams will count one-seventh of the semester grade.

Exam Exemption Guidelines

Students may earn exam exemptions by maintaining good academics and attendance. The number of eligible exemptions for the fall and spring are based on the student's grade level.

Academic/Attendance Exemption Criteria

Students may be exempt from semester exam(s) of choice depending course attendance and performance. The following table details the attendance requirements for each semester average.

Grade Average	No. of allowable absences per class
75-79	0
80-84	1
85-89	2
90-94	3
95-100	4

Additional information regarding exemptions:

- Exemption request forms must be completed by the teacher, signed by a parent and returned by the campus designated deadline/location.
- Teachers have the right to require semester/final exams for ALL students regardless of the student's exemption status.

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- Three tardies per class is equal to 1 absence for exemption purposes.
- No students with more than 4 absences may be exempt.
- The only absences that will not count towards a student's exemption eligibility are extracurricular, school-related activities.

Extra Credit

1. All extra credit is to be academic
2. Extra credit will not cause an excessive financial burden on the student.
3. If extra credit is offered, it must be offered to all students in the class and/or course.
4. Extra credit cannot raise the student's grade higher than 100.

Calculation of Six Week Average

Weight of Grades

All six-week averages shall be calculated on a percentage system for each type (category) of assignment. There will be 2 or more Major grades, 8 or more Daily grades each grading period, which totals a minimum of ten (10) grades taken each grading period.

All six-week averages shall be calculated on a percentage system for each type (category) of assignment.

Categories include:

Major Grades

Daily Grades

Labs (when applicable)

Grade weights are determined by curriculum teams and are consistent within a curriculum department on each campus. Grade weights will be approved by the campus principal and communicated to parents at the beginning of the school year.

Major Grades

Major grades include: Performance assessments, examinations/tests, projects, major essays, assessments, labs, and other similar assignments. A minimum of two major grades will be taken each grading period.

Daily Grades

Daily grades include, but are not limited to: Quizzes, in-class assignments, homework, multiple-day assignments, and labs. A minimum of ten daily grades will be taken each grading period.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed semester/final exam may schedule an alternate to take the exam with administrative approval.

In unusual cases, where the student has missed a large quantity of work, the time may be extended with administrative approval.

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In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL required).

Schedule Changes

Scheduling in the traditional schedule is as follows: 1 semester = $\frac{1}{2}$ credit. All students in grades 6-12 shall be scheduled for the appropriate number of classes each day. Students may drop courses or change their schedules in accordance with administrative regulations. The principal or counselor shall inform students of deadlines and requirements for dropping courses or changing schedules. Students will be expected to have schedules set by the first week.

Course Level Changes

Course level changes will be considered during the first two grading periods during the first semester of each course. To transfer to a lower level class, the student must have made an effort to succeed by completing work. If the student is earning less than a grade of 75, a parent/guardian will be contacted via phone or requested to conference with the teacher, student and counselor regarding the schedule.

Dual Credit Exit Guidelines

To drop a dual credit course, students will need to follow the Panola College and Stephen F. Austin (SFA) dropping and withdrawing dates and guidelines, which will be explained in the course syllabi. More information regarding drop dates for Panola and SFA courses can be found on the Panola and SFA Registrar and Calendar websites.

Dual Credit Grading Procedures

For Garrison High School (GHS) students in dual credit courses, the final semester grades are submitted by the college professors to the GHS counselor and then placed on student transcripts.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Middle School Courses

The semester average will be the average of the three six-week grading periods.

1st Six-Week Average:	33.33%
2nd Six-Week Average:	33.33%
3rd Six-Week Average:	33.33%
4th Six-Week Average:	33.33%
5th Six-Week Average:	33.33%
6th Six-Week Average:	33.33%

High School Credit Courses

The semester average is determined using the six-week averages and the semester/final exam.

1st Six-Week Average 2/7 4th Six-Week Average 2/7

2nd Six-Week Average 2/7 5th Six-Week Average 2/7

3rd Six-Week Average 2/7 6th Six-Week Average 2/7

Semester/Final Exam 1/7 Semester/Final Exam 1/7

When a student is exempt from the semester exam, the semester average will be the average of the six-week grading periods.

Course Category and Weight

The District shall categorize and weight courses as Advanced and Regular.

Advanced Courses

A weighted numerical grade point system shall be used for class ranking purposes in grades 9-12. Beginning with the graduating class of 2018 the following weights for advanced courses apply:

Honor Courses with a 1.06 weight	Honor Courses with a 1.12 weight
Algebra I (junior high) Algebra II Honors Algebra I Honors English I, II, III, IV Honors Geometry Honors Physics HOSA II (upon licensure) Pre-Calculus	Calculus Spanish III Honors Algebra II Dual credit courses

Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills (TEKS)

GISD will provide a well-balanced curriculum based on state prescribed (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

GISD will utilize ongoing mastery assessments to determine which students are in need of remediation/intervention (re-teaching and acceleration). The use of common assessments, teacher-made assessments, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Retest/Reassess for Mastery

If 50% or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom assignment or test, the teacher will provide the opportunity for reteaching and retesting. These opportunities will be provided during class time using different methods of instruction.

Required Retest/Reassess for Mastery

The 50% or more of the students who do not demonstrate mastery are re-evaluated after they are retaught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test.

Other Opportunities for Reteach and Retest/Reassess

If less than 50% of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time.

An individual student can ask for the opportunity for reteaching, re-doing failing assignments, and retesting. This request can be evaluated by a committee that includes the grade-level teachers and principal. In case of disputes, the final decision rests with the principal. The request for retesting should be made within one (1) week after the test/assignment has been returned. In the instance that the committee allows the student to redo the assignment or retest, the highest grade attainable on the assignment will be a 70.

Some teachers may allow students to correct assignments/tests for extra credit, complete alternate assignments, or complete other forms of extra credit in order to bring up class grades.

Late Work

Late work is defined as assigned work not turned in on time.

The campus will have a unified late work policy for all subjects. These guidelines will be submitted to the campus principal or designee and communicated to students and parents via course syllabi.

Late work will have 10 points deducted from the earned score for each day it is late. After-school detention (ASD) will be assigned at the end of school on the second day (and any subsequent days up to the fifth day) for any work not turned in.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework.

Long-term projects and major essays that are included on the syllabus at the beginning of the Fall and/or Spring semester are due on the announced due date.

Makeup Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction will be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Make-up Work Guidelines

1. Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
2. Exceptions may be granted by the administration in extenuating circumstances.
3. Students will be given the opportunity to complete the missed work with no penalty. A student who does not make up assigned work within the time allotted by the teacher (no more than 5 school days) may receive a zero for the assignment. The five days can be altered by the teacher if extenuating circumstances exist.
4. Make-up work, including tests, may be of an altered version to assess what the student has learned.
5. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Suspension

A student suspended from his/her regular classes may log to the LMS to complete work while not on campus, and/or is to request makeup work when he/she returns to school.

Students with an IEP under Section 504 or Special Education will follow all grading practices unless noted in the Individual Education Plan (IEP).

GRADING

In the event of a natural disaster, please refer to the Garrison ISD Instructional Continuity Plan

Teachers will give a minimum of 10 grades for each six weeks grading period.

- Minimum of 8 Daily Grades
- Minimum of 2 Test Grades

Weighted Classes

Weighted and regular class averages in the 8th grade only will be used in determining the top 2 students in the 8th Grade.

The only weighted class will be:
Algebra 1, when taken in the 8th grade.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 35 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

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

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

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

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

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

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

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

Immunization (All Grade Levels)

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

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

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

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

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 85.

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

Lice (All Grade Levels)

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

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

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

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

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

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

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

In accordance with policy FFAC, authorized employees may administer:

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

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

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

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

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 86.

Unassigned Epinephrine Auto-injectors

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

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

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

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

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

[Include the paragraph below only if applicable.]

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

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

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

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

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

For additional information, see FFAC(LOCAL).

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 8 and **Consent to Provide a Mental Health Care Service** on page 10 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 47 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 87 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 87 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Gracie Honea

Garrison Middle School Student Handbook

PE Teacher

459 N. US Hwy 59, Garrison, TX 75946

honeag@garrisonisd.com

936-347-7010

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

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

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

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

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

Other Examinations and Screenings (All Grade Levels)

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.garrisonisd.com for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking

courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 80.]

Diabetes

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

Food Allergies (All Grade Levels)

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

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

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

[See **Celebrations** on page 37 and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district full time nurse:

Tiffany Jopling

Nurse

459 N. US Hwy 59, Garrison, TX 75946

joplingt@garrisonisd.com

936-347-7050

- The elementary / middle school full time school counselor:

Kasey Phillips

Counselor

459 N. US Hwy 59, Garrison, TX 75946

phillipsk@garrisonisd.com

936-347-7020

- The local public health authority Hannah Powers which may be contacted at 936-347-3322
- The local mental health authority The Burke Center, which may be contacted at 936-558-6200

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

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

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

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- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

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

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Colleen Hill

Garrison ISD Curriculum Director

459 N. US Hwy 59, Garrison, TX 75946

hillc@garrisonisd.com

936-347-7000

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the superintendent

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

[See **Consent to Human Sexuality Instruction** on page 8, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 9, and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Tiffany Jopling

Garrison ISD Nurse

459 N. Hwy 59, Garrison, TX 75946

joplingt@garrisonisd.com

936-347-7050

HOMEBOUND SERVICES

A homebound setting is for providing special education instruction to eligible students who are served at home or hospital bedside. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four (4) consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by local District policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four (4) weeks throughout the school year as documented by a physician licensed to practice in the United States. Home instruction may be provided as an option for students with handicaps as a result of disciplinary action. Home instruction may also be used for pre-kindergarten students whose development levels are such that they are not capable of participating in special education classes.

INSURANCE

At the beginning of the school year, the District will make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the Superintendent's office. The District shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury. Before participating in a school-sponsored trip outside the District or in school-sponsored athletics, students and parents must have purchased the student accident insurance or shown proof of insurance. Failure to purchase insurance does not warrant exclusion from extracurricular activities.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

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

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

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

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

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

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

During Lunch

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.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) 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 a LEP student.

In order 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-L, mentioned in STANDARDIZED TESTING below, may be administered to LEP students who qualify for services. If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions.

LOCKERS

Lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. The school reserves the right to inspect all lockers. Each student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Searches of lockers may be conducted at any time if there is reasonable cause to do so whether or not a student is present. Students are assigned lockers at the beginning of the school year and are expected to use the locker assigned to them.

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 32.]

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

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Reid Spivey

Superintendent

459 N. Hwy 59, Garrison, TX 75946

spiveyr@garrisonisd.com

936-347-7000

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

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Julia Konderla

District 504 Coordinator

459 N. Hwy 59, Garrison, TX 75946

konderlaj@garrisonisd.com

936-347-7020

- For all other concerns regarding discrimination, see the superintendent:

Reid Spivey

Superintendent

459 N. Hwy 59, Garrison, TX 75946

spiveyr@garrisonisd.com

936-347-7000

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

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 47.]
- 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 at 936-347-7020 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 96.]
- Becoming a school volunteer. [See **Volunteers** on page 110 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include the Athletic Booster Club and the Band Boosters

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- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
- Reid Spivey
- Superintendent
- 459 N. Hwy 59, Garrison, TX 75946
- spiveyr@garrisonisd.com
- 936-347-7000
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 86 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on third Monday of each month at 6:00 p.m. at Garrison ISD Multipurpose Room at 459 N. Hwy 59. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at Garrison ISD's administration office . [See policies BE and BED for more information.]

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

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

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Elementary and Middle/Junior High Grade Levels

In grades 6-8, promotion is based on In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Release of Students from School

[See **Leaving Campus** on page 90.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

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

At the end of the first three weeks of a grading period, parents will receive a progress report for all classes. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 94 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 62 and policy EIA(LOCAL) for more information.]

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

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

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Safety (All Grade Levels)

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

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

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

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

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

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

Emergency Medical Treatment and Information

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

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

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

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

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

Emergency School Closing Information

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

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

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

- **Apptegy ThrillShare** (computer generated telephone message)
- Garrison ISD Facebook page
- KLTN Channel 7, Tyler
- KTRE Channel 9
- KJCS FM 103 Radio
- KTBQ FM 107 Radio
- KYKS Radio Lufkin FM 105.1

[See **Automated Emergency Communications** on page 43.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 103.]

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

Student schedule changes will be handled on a case by case basis. Schedule changes must be completed by the 5th day of class. Schedule changes must be presented to Mrs. Kasey Phillips. Extenuating circumstances will determine whether or not a schedule can be changed. Circumstances may include:

Available space

Available resources

Agreement by both teachers of record

Student's schedule flexibility

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Reid Spivey

Superintendent

459 N. Hwy 59, Garrison, TX 75946

spiveyr@garrisonisd.com

936-347-7000

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

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

To apply for free or reduced-price meal services, contact:

Denise Derby

Garrison ISD Food Services Coordinator

459 N. US Hwy 59, Garrison, TX 75946

derbyd@garrisonisd.com

936-347-7027

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

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

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

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

Reid Spivey

Superintendent

459 N. Hwy 59, Garrison, TX 75946

spiveyr@garrisonisd.com

936-347-7000

Conduct Before and After School (All Grade Levels)

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

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

- During regular school hours

Use of Hallways during Class Time (All Grade Levels)

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

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

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

The following areas are open to students before school, beginning at 7:20 a.m.

- If students plan to eat breakfast at school, they are to go to the cafeteria as soon as they arrive at school, get their breakfast and go to their first period class and remain in that classroom. Students not eating breakfast at school will go directly to their first period classroom.

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

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

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 60 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

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

[See **Electronic Devices and Technology Resources** on page 55 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

See **Drug Testing** on page 56-57

[See **Steroids** on page 83.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

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:

Larry Prince

Principal

459 N. US Hwy 59, Garrison, TX 75946

princel@garrisonisd.com

936-347-7020

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page 44 and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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

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

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle or Junior High School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

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

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

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

Kasey Phillips

GES / GMS Counselor

459 N US Hwy 59, Garrison, TX 75946

phillipsk@garrisonisd.com

936-347-7020

[See **A Student in the Conservatorship of the State (Foster Care)** on page 22.]

Students Who are Homeless (All Grade Levels)

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

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

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

Kasey Phillips

GES / GMS Counselor

459 N US Hwy 59, Garrison, TX 75946

phillipsk@garrisonisd.com

936-347-7020

[See **A Student Who is Homeless** on page 23.]

Summer School (All Grade Levels)

Garrison Middle School offers summer school each summer for the following purposes:

- *Accelerated Instruction hours for HB4545*
- *Closing gaps in a student's learning*

- *Making up hours to meet the 90% rule*

Tardies (All Grade Levels)

A student who is more than 1 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 100.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 21, **Bullying** on page 35, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 23, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 101.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

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Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Garrison ISD Transportation – 936-347-7061

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

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

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 11 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 11 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

Larry Prince

Principal

459 N US Hwy 59, Garrison, TX 75946

prince1@garrisonisd.com

936-347-7020

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Withdrawing from School (All Grade Levels)

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

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

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

Garrison Middle School

Code of Conduct



PARENT – TEACHER CONFERENCES

The teacher or other designated school official shall conduct a conference with the parent / guardian of a student who has committed one or more infractions of the GISD Code of Student Conduct and/or who has been removed to a disciplinary alternative education program (DAEP).

One or more conferences shall be held during each school year between a teacher and the parent/guardian of a student if the student is not maintaining passing grades or achieving the expected level of performance. If the student presents a disruption to the classroom learning environment, a conference will be held with the parent/guardian. Follow-up conferences will be held as necessary. The teacher or other designated school official may attempt to conduct these conferences face-to-face, but, where impractical, may conduct the conference by telephone. If these methods fail, the conference may be by letter.

The district shall document its attempts to schedule and conduct required conferences. A teacher or other school official may request a conference with a student's parent/guardian whenever the teacher or official perceives the need for parental cooperation in enforcing the GISD Student Code of Conduct.

At least three conferences will be held with the parent/guardian of a student assigned to the Nacogdoches County Disciplinary Alternative Education Program. The three conferences are:

- Prior to entering the program;
- After placement with a staff member or the Disciplinary Alternative Education Program; and
- Prior to re-entry to the GISD campus.

DISTRICT PERSONNEL TRAINING FOR STUDENT CODE OF CONDUCT

All staff members will receive a copy of the Student Handbook, including the Student Code of Conduct. Sessions will be held to familiarize each professional employee with the district's rules of student conduct, discipline management techniques and how to use them, and the appropriate procedures for suspension, expulsion, and removal from the classroom

TEACHER EVALUATIONS AND DISCIPLINARY REFERRALS

A teacher shall not be rated deficient on an appraisal based solely on the teacher's disciplinary referral history.

STUDENT HANDBOOK AND GISD CODE OF CONDUCT DISTRIBUTION

The GISD Student Handbook and Code of Conduct will be distributed to all students, parents, and professional employees at the beginning of the school year. These will contain policies and regulations on the responsibilities of students as well as rules and regulations concerning student discipline. They shall also be provided to all new professional employees, newly enrolled students, and any parent. Anyone else can request a copy.

Each student and parent annually shall sign a statement that they have received and read the Code of Student Conduct and acknowledge the responsibilities outlined there.

STANDARDS FOR STUDENT CONDUCT

Students are responsible for conducting themselves properly, in a manner appropriate to their age and level of maturity.

Student responsibilities for achieving a positive learning environment at school or school-related activities include as follows:

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1. Attend all classes regularly and on time.
2. Prepare for each class; take appropriate materials and assignments to class.
3. Meet district or campus standards of grooming and dress.
4. Demonstrate courtesy even when others do not.
5. Behaving in a responsible manner; always exercising self-discipline.
6. Respect the rights and privileges of other students and of teachers and other District staff.
7. Avoid violations of the Code of Student Conduct.
8. Obey all campus and classroom rules.
9. Respect the property of others, including District property and facilities.
10. Cooperate with or assist the school staff in maintaining safety, order, and discipline.

The district has authority over a student:

1. During the regular school day or while the student is going to and from school on district transportation.
2. Within 300 feet of the school property.
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 or volunteer occurs or is threatened, regardless of the time or the location.
6. When criminal mischief is committed on or off school property or at a school-related event.

PROHIBITED BEHAVIOR

Students who violate the code of conduct will be subject to disciplinary action and when appropriate will be referred to legal authorities for criminal prosecution for violations of the law.

Students will be subject to disciplinary consequences if they engage in any of the following prohibited conduct while they are subject to the school's jurisdiction.

1. Scholastic dishonesty, which includes, but is not limited to, cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work
2. Conduct that can cause injury to person or property
3. Leaving classrooms, school grounds, or school-sponsored events without permission
4. Using profanity, lewd or vulgar language, or obscene gestures
5. Scuffling or fighting or other inappropriate physical contact that does not meet the definition of simple assault
6. Stealing
7. Lying about the conduct of other students or making false accusations about district employees
8. Disobeying school rules about conduct on school buses
9. Failing to comply with lawful directives given by school personnel
10. Failing to comply with campus or district policies
11. Bullying, harassment, and making hit lists, which include the following offenses:
 - a. Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person), or forcing an individual to act through the use of force or threat of force
 - b. Making ethnic, racial, or religious slurs or any other harassment based on race, color, national origin, religion, or disability
 - c. Verbal abuse or derogatory or offensive remarks addressed to others

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- d. Damaging or vandalizing property of other students
- e. Conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including without limit, requests for sexual favors
- 12. Committing or assisting in a robbery, theft, or burglary
- 13. Any misbehavior that gives school officials reasonable cause to believe that the conduct will substantially disrupt the school program or incite violence
- 14. Damaging or vandalizing property; district property
- 15. Possessing stereo head sets, CD players, cassette players, MP3 players, IPODs or electronic games without permission of the principal
- 16. Using a cellular telephone without permission.
 - a. Using wireless ear pods / ear buds etc. Students are not to possess a smart watch at school during school hours. ALL Phones will be turned in to the teacher before class starts.
- 17. Using or possessing a pellet gun, air-powered rifle, toy gun, or any other instrument that may be perceived by a third party as a firearm
- 18. Using or exhibiting school supplies (i.e., pencils, pens, scissors, etc.), or any other item in a manner that threatens to inflict or actually inflicts bodily harm to another person
- 19. Possessing drug paraphernalia (roach, clips, rolling papers, needles, baggies with residue, razor blades, pipes, etc.)
- 20. Possessing or using martial arts objects such as shurikan (throwing stars), nunchakus (nunchucks), tonfa (wooden weapon), staff, baton (short stick), bolo (long cord with weights at end)
- 21. Possessing or using fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
- 22. Inappropriate or offensive physical or sexual contact, whether or not it is consensual
- 23. Inappropriate exposure of a student's body parts, including exposure of any portions of the body that are ordinarily covered by clothing or required to be covered by the dress code
- 24. Behaving in any way that disrupts the school environment or educational process.
- 25. Possessing, smoking, or using tobacco products or any other electronic vaporizing device
- 26. Possessing or using matches or a lighter
- 27. Possessing or using a knife
- 28. Possessing or using a metal hair pick
- 29. Truancy, i.e., skipping school or cutting class without the parent's or school's knowledge or permission
- 30. Possessing or using any substance represented to be an illegal drug, a dangerous drug, a controlled substance, or alcohol
- 31. Violating computer use policies, rules, or agreements signed by the student and/or agreements signed by the student's parent or guardian
- 32. Gambling of any kind
- 33. Violating safety rules
- 34. Violating dress or grooming standards
- 35. Being a member of, pledging to become a member of, or soliciting another person to join or pledge public school fraternity, sorority, secret society, or gang
- 36. Gang-related behavior or activity
- 37. Assisting, encouraging, promoting, or attempting to assist in the commission of a serious offense
- 38. Failing to report the commission of a serious offense by another student to a school official
- 39. Hazing

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40. Making a false alarm or report of bombing, fire, or other emergency involving a public school, which includes the following offenses:
 - a. Pulling a fire alarm or discharging a fire extinguisher in a building owned or operated by Garrison ISD, when there is no smoke, fire, or danger that requires evacuation
 - b. Calling 911 when no emergency exists
41. Making a terroristic threat involving a public school
42. Retaliating against any school employee or volunteer
43. Repeatedly violating previously communicated campus or classroom standards of behavior
44. Violating DAEP rules while assigned to the DAEP
45. Engaging in any conduct punishable as a felony, which includes the offenses of:
 - a. Causing an employee to be in contact with the blood, bodily fluids, saliva, urine, or feces of any person or animal
 - b. Placing graffiti on any tangible property owned by the district
 - c. Distributing, selling, delivering, or attempting to distribute, sell or deliver any substance represented to be an illegal drug, a dangerous drug, a controlled substance, or alcohol
46. Committing an assault of any kind
47. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance or a dangerous drug
48. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol
49. Engaging in conduct that would be an offense relating to an abusable volatile chemical
50. Engaging in conduct that would be public lewdness or indecent exposure
51. Using, exhibiting, or possessing a firearm
52. Using, exhibiting, or possessing an illegal knife
53. Using, exhibiting, or possessing a club
54. Using, exhibiting, or possessing a prohibited weapon
55. Engaging in conduct that would be aggravated assault, sexual assault, or aggravated sexual assault
56. Engaging in conduct that would be arson
57. Engaging in conduct that would be murder, capital murder, or criminal attempt to commit capital murder
58. Engaging in conduct that would be indecency with a child
59. Engaging in conduct that would be aggravated kidnapping
60. Engaging in conduct that would be aggravated robbery against another student
61. Engaging in conduct that would be manslaughter
62. Engaging in conduct that would be criminally negligent homicide
63. Engaging in conduct that would be deadly conduct

DISCIPLINE MANAGEMENT TECHNIQUES

The following disciplinary measures may be used, alone or in combination with each other, for misbehavior that

violates the Student Code of Conduct or campus or classroom rules. Discipline management techniques will

include as follows:

1. Counseling by teachers, special services, or administrative personnel
2. Parent-Teacher conferences
3. Cooling-off or time-out
4. Behavioral contracts
5. Assigned school duties other than class tasks
6. Verbal correction
7. Withdrawal of privileges, including participating in field trips, extracurricular activities, and honorary positions
8. Send the student to the office or other assigned areas
9. Detention
10. In-School Suspension
11. Corporal punishment
12. Probation
13. Rewards or demerits
14. Referral to outside agencies or authorities
15. Penalties resulting from unexcused absences
16. Removal to disciplinary alternative educational program
17. Saturday school
18. Suspension
19. Expulsion

POLICY: FO (LEGAL); FOB(EG); AND FO (LEGAL)

GENERAL GUIDELINES FOR ASSESSING DISCIPLINE PENALTIES

When imposing discipline, district personnel will adhere to the following general guidelines:

1. Discipline will be administered when necessary to protect students, school employees, property and to maintain essential order and discipline.
2. Students will be treated in a fair and equitable manner. Discipline will be based upon a careful assessment of the circumstances of each case.

Factors to consider will include as follows:

1. Seriousness of the offense
2. Student's age
3. Student's disciplinary history
4. Student's attitude
5. Potential effect of the misconduct on the school environment
6. Self-defense, depending on the circumstances, as a factor in a decision to order suspension, removal to a DAEP or expulsion. Self-defense is defined as using force against another when to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.
7. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, but only as required by Federal law and regulations related to discipline of students with disabilities.

LEVELS OF OFFENSES

Minor Offenses

Any violation of the code of conduct that is not listed as a serious offense is considered a minor offense. Examples of minor offenses include, but are not limited to horseplay, tardiness, insubordination, (leaving school grounds without permission, move to serious offense) profanity, namecalling, being disrespectful, dress code violation and behaving in any way that disrupts the educational process.

Each campus and classroom will develop rules that are considered minor offenses but which have consequences as set forth on each campus and approved by the building principal or his/her designee. The breaking of a rule will be considered a minor offense until it manifests into a persistent or serious offense.

Persistent Offenses

Persistent offenses are two or more violations of the district's Student Code of Conduct in general or repeated occurrences of the same violation.

Serious Offenses

A serious offense is one, which may cause the student to be suspended or expelled, including assignment to the Disciplinary Alternative Education Program. Examples of serious offenses include, but are not limited to fighting, leaving school grounds without permission,

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robbery or theft, sexual harassment, use of tobacco products, possessing a weapon, assault of an individual, public lewdness or indecent exposure, and possessing, using, or being under the influence of a controlled substance, alcoholic beverage, or any other drug or chemical. Suspension, expulsion, and/or assignment to the DAEP could also occur for any persistent offenses.

Persistent or serious offenses that occur can be subject to a \$25.00 fine. The money that is paid will go into the Garrison Employee Scholarship fund.

NOTICE TO PARENTS BEFORE REMOVAL FROM CAMPUS

During regular school hours, if a student is removed from school premises for any reason, the student shall be informed of the reason for the removal and have an opportunity to state any objections to such action. The district shall make reasonable efforts to notify the parent prior to removing a child from school premises. If the parent/guardian cannot be notified prior to removal, the parent shall be notified as soon as possible of the reasons for removal. If the administration is unable to contact a parent/guardian, the student will remain on campus until the end of the day in an isolated area. In the event that parental contact cannot be made by phone, the removal notice will be sent by mail and/or with the student. If a student is in violation of rules for emergency removal, a law enforcement officer will remove and detain the student until a parent/guardian can be contacted.

If a student is in violation of the student code of conduct during an extracurricular activity, either on or off campus, school officials reserve the right to remove a student without parental notification and, if necessary, with the assistance of law enforcement officials.

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

STUDENT REMOVAL FROM REGULAR CLASSROOM – TEC 37.002

Routine removal by a teacher

A teacher may send a student to the principal to maintain effective discipline in the classroom and for any violation of the Student Code of Conduct.

Discretionary removal by a teacher

A student may be removed from the classroom for behavior that has been documented by the teacher to repeatedly interfere with classroom learning or for behavior that is so unruly, disruptive, or abusive that the teacher cannot communicate with other students in the class.

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1. The teacher must file a one page report with the principal and within 24 hours after receiving the report the principal must send a copy to the student's parents or guardian.
2. The principal may schedule a conference within three classdays with the student's parent or guardian, the teacher, and the student.
3. After the conference, the principal may place the student in another classroom, impose in-school suspension, place the student in DAEP or return the student to the classroom with the teacher's consent. Placement shall be consistent with the student code of conduct.
4. A placement review committee may place the student in the teacher's classroom without the teacher's consent if the committee determines it's the best placement or the best alternative.
5. The district may prohibit the student from participating in extracurricular activities.
6. The student may not be returned to his/her regular classroom before the conference.

Mandatory removal by a teacher

A student may be removed from the classroom for behavior that requires placement in a DAEP or expulsion.

1. A teacher who knows the violation requires placement in DAEP or expulsion must remove the student from the class, send the student to the principal, and file a written report.
2. The principal shall schedule a conference within three class days with the student's parent or guardian, the teacher, and the student.
3. The student may not return to his/her regular classroom before the conference.
4. The principal must place the student in a DAEP or expel the student and the student shall not participate in extracurricular activities

SUSPENSION OF STUDENTS FROM SCHOOL – TEC 37.005(a)

Students may be suspended from school if they are in violation of the Student Code of Conduct.

Homeless students will not be placed in out-of-school suspension, unless a violation of the Penal Code is involved.

The principal or designee may suspend a student without a disability for no more than three days at a time; however, there is no limitation on the accumulation of days of suspension. The principal or designee may suspend a student with a documented disability on file with the district for no more than three days at a time; however, the accumulation of days may not exceed 10 days without having an ARD meeting.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP)

Legislation enacted by the 74th Legislature and Board policies allow each school district to provide a disciplinary alternative education program jointly with one or more other districts and to cooperate with governmental agencies and community organizations that provide services in the district to students placed in a disciplinary alternative education program. [TEC Chapter 37, Subchapter A, Section 37.008(d)(e)][Board Policy R (LEGAL)]

The Nacogdoches County school districts have entered into a cooperative agreement to provide a disciplinary alternative education program. They are Chireno ISD, Cushing ISD, Central Heights ISD, Douglass ISD, Etoile ISD, Excelsior ISD, Garrison ISD, Martinsville ISD,

and Nacogdoches ISD.

TEC Chapter 37, Subchapter A, Section 37.008 states that each school district shall provide a disciplinary alternative education program that:

1. Is provided in a setting other than a student's regular classroom.
2. Is located on or off of a regular school campus.
3. Provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program.
4. Focuses on English Language Arts, Mathematics, Science, History, and Self-discipline.
5. Provides for student's educational and behavioral needs.
6. Provides supervision and counseling.

[FOAB(LEGAL)] The intent of the Nacogdoches County Disciplinary Alternative Education Program is to meet the requirements set forth in the Texas Education Code.

REMOVAL OF STUDENTS TO DISCIPLINARY ALTERNATIVE EDUCATION (DAEP) – TEC 37.006

Mandatory Removal for On-Campus Offenses

Students must be placed in a DAEP for the following offenses if committed on school property, or within 300 feet,

Or while attending a school-sponsored or school-related activity on or off school property. The campus principal or other appropriate administrator will place a student in DAEP if the student:

1. Engages in any conduct punishable as a felony.
2. Engages in conduct containing the elements of the offense of assault under 22.01(a)(1) of the Penal Code.
3. Makes a false report of bombing, fire, or other emergency involving a public school, regardless of when the false report is made or the place from which the false report is made.
4. Makes a terroristic threat involving a public school, regardless of when the threat is made or the place from which the threat is made.
5. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug.
6. 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.
7. Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
8. Engages in conduct that contains the elements of the offense of public lewdness or indecent exposure.
9. Retaliates against a school employee, unless the act of retaliation is itself an expellable offense.
10. Persistent violation of the Student Code of Conduct.

Mandatory Removal for Off-Campus Offenses

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Students must be placed in a DAEP for conduct defined as a felony offense in Title 5 of the Penal Code if:

1. The student receives deferred prosecution under Section 53.03 of the Family Code for the offense.
2. A court or jury finds that the student has engaged in delinquent conduct under Section 54.03 of the Family Code.
3. The Superintendent has reason to believe that the student has engaged in felony conduct addressed in Title 5.
4. **A student that engages in harassment of a school employee, as addressed in Texas Penal Code (ON or OFF CAMPUS).**

Discretionary Removal for Off-Campus Offenses

Students may be placed in a DAEP if:

1. The Superintendent or designee has a reasonable belief that a student has engaged in conduct defined as a Felony offense other than those defined in Title 5 of the Penal Code and that the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
2. Any criminal mischief.
3. A student is a member of, pledges to become a member of, or solicits another person to join a public school fraternity, sorority, secret society, or gang.

Discretionary Removal for On-Campus Offenses

The District has determined that the following behaviors may result in a student's placement in a Disciplinary Alternative Education Program:

1. Fighting.
2. Hazing.
3. Stealing from students, staff, or the school.
4. Defacing or damaging school property including textbooks, lockers, furniture, and other equipment.
5. Possessing razors, switchblades, box cutters, chains, or any other object used in a way that threatens or inflicts bodily injury to another person.
6. Possessing or selling "look-alike" weapons.
7. Possessing air gun(s) or BB gun(s).
8. Making a bomb threat.
9. Making false threats, hoaxes, or accusations regarding school safety.
10. Engaging in inappropriate verbal, physical, or sexual contact.
11. Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors.
12. Inappropriate or indecent exposure of a student's private body parts.
13. Possessing, smoking or using tobacco products, or any other electronic vaporizing device.
14. Possessing or selling look alike drugs or items attempted to be passed off as

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drugs and contraband.

15. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
16. Possessing, using, giving, or selling paraphernalia related to any prohibited substance.
17. Possessing or using a laser pointer for other than an approved use.
18. Sending or posting messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another reputation or illegal.
19. Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property, using email or websites at school to encourage illegal behavior or threatening school safety.
20. Possession of published electronic material that is designated to promote or encourage illegal behavior or could threaten school safety.
21. Repeatedly violating other communicated campus or classroom standards of behavior.
22. Possessing ammunition.

Mandatory Removal for Students Under Ten:

1. If a student under ten engages in expellable conduct, the student's placement in DAEP will be on a case by case basis.

PROCEDURAL REQUIREMENTS FOR ASSIGNING STUDENT TO DAEP TEC 37.009(a,b,c) & 37.006(e,h)

1. The principal or other appropriate administrator schedules a conference within three days of the placement. An invitation will be extended to the parent or guardian and student to attend the conference.
2. At the conference, the student is entitled to written or oral notice of the reasons for removal, an explanation of the basis for the removal, and an opportunity to respond to the reason for removal
3. Following the conference, whether or not each requested person attended, the principal shall order the placement of the student according to the student code of conduct.
4. If placement extends beyond the end of the next grading period, the student or student's parent or guardian has the right to notice and participation in a hearing before the Board or designee. Any decision by the Board or its designee is final and may not be appealed.
5. A student placed in a disciplinary alternative education program (for 120 school days or more) shall be provided a review of the student's status by the board's designee, at intervals not to exceed 120 days.

The board's designee and the student's parent or guardian must assess the student's progress toward meeting graduation requirements and must establish a specific graduation plan for the student. At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent.

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6. For student assigned to DAEP for mandatory or discretionary off-campus offenses and who have been found not guilty or who have had the charges dropped by the prosecutor, the superintendent, or designee may continue the student's placement in the DAEP if there is reason to believe the presence of the student in the regular classroom threatens the safety of other students or teachers. The student or student's parent or guardian may appeal the Superintendent's decision to continue placement. The student may not be returned to the regular classroom pending the appeal.
7. When a student violates the district's code in a way that requires or permits the students to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls 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 occurred.
8. A student's Homeless status or in the Conservatorship of the Department of Family and Protective Services is to be considered a mitigating factor in disciplinary placements. The following steps will be taken when consideration is being given to placement in the Disciplinary Alternative Education Program when a teacher has requested removal of a student from the classroom:
 1. Three recommendations for removal from classroom must be on file in the principal's office.
 2. At least two alternatives have been used by the administration to correct the behavior
 3. The Campus Review Committee recommends a placement in the Disciplinary Alternative Education Program.
 4. The principal and/or administrator recommend to the superintendent that the student be placed in the Disciplinary Alternative Education Program.
 5. The superintendent or his/her designee recommends placement of student.

LENGTH OF DAEP PLACEMENT

The minimum length of placement will be until the end of the semester in which the student enters. If placement occurs with 30 days or less remaining in a semester, then, at the discretion of the principal, placement may continue into the next semester and/or school year.

Transfer of Students Who Have been Assigned to a Disciplinary Alternative Education Program or Expelled

If a student that has been placed in a disciplinary alternative education program or expelled enrolls in Garrison ISD before the expiration of the period of placement, the district requiring the placement shall provide to GUSD records of the student and a copy of the placement order. Garrison ISD may continue the disciplinary alternative education program placement, expulsion or allow the student to attend regular classes without completing the period of placement.

EXPULSION OF STUDENTS – TEC 37.007

Mandatory Expulsion

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Students must be expelled for the following offenses committed on school property or while attending a school-sponsored or school-related activity on or off school property:

1. Use, exhibition, or possession of
 - a. A firearm as defined by Penal Code 46.01(3)
 - b. An illegal knife as defined by Penal Code 46.01(6)
 - c. A prohibited weapon as listed by Penal Code 46.05.
2. Retaliation against a school employee in connection with one of the offenses listed above, whether committed on or off school property or at a school-related activity.
3. Conduct containing the elements of:
 1. Aggravated assault, sexual assault, or aggravated sexual assault under Texas Penal Code 22.02, 22.011, 22.021.
 2. Arson under Penal Code 28.02.
 3. Murder, capital murder, or criminal attempt to commit murder or capital murder under Penal Code 19.02, 19.03, 15.01.
 4. Indecency with a child under Penal Code 21.11.
 5. Conduct related to an alcohol or drug offense that is punishable as a felony.
 6. Aggravated kidnapping under Penal Code 20.04.

Permissive Expulsion for Conduct on or in Proximity to School

A student may be expelled, in the discretion of the administration in view of all the facts and circumstances, for any of the following offenses when they occur on or within 300 feet of school property, as measured from any point of the school's real property boundary line:

1. Drug, alcohol, or abusable volatile chemical offenses, regardless of the amount.
2. Assault resulting in bodily injury against a school employee or volunteer.
3. Deadly conduct.
4. Making a false alarm or report of bombing, fire, or other emergency involving a public school.
5. Making a terroristic threat involving a public school.
6. Committing any offense stated in item 1 and 2 under Mandatory Expulsion.
7. Committing a serious offense or engaging in persistent misconduct while assigned to the DAEP.

"Serious offense" and "persistent misconduct" are defined on page 43 of this Code.

Permissive Expulsion for Conduct Outside of School

A student may be expelled, in the discretion of the administration in view of all the facts and circumstances, for any of the following offenses, regardless of where they occur:

1. Intentionally or knowingly damaging personal property, including real estate and tangible personal property belonging to any public school or institution of higher education and the amount of loss is greater than \$1,500.
2. Intentionally or knowingly damaging the property of any other person without the person's consent, and the amount of loss is greater than \$1,500.
3. Making a false report or alarm or a terroristic threat involving a public school.
4. Assaulting an employee or volunteer in retaliation for or because of the person's relationship with the school and assault results in bodily injury.
5. Committing aggravated assault, sexual assault, aggravated sexual assault, murder,

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capital murder, criminal attempt to commit capital murder, of aggravated robbery against another student.

6. Committing any offense listed under Mandatory Expulsion of the school property of another Texas school district or while attending a school-sponsored activity of another Texas school district.

PROCEDURAL REQUIREMENTS FOR MANDATORY EXPULSION – TEC 37.009(f)

1. Pending the expulsion hearing, the student will be placed in one of the following: ISS, suspension, or DAEP.
2. The board or the board's designee must provide the student with a hearing at which the student's parent or guardian is invited in writing to attend. The student is entitled to due process which consist of:
 - a. Written notice of charges
 - b. Date, time, and place of hearing; names of adult witnesses
 - c. Opportunity to testify and to present evidence and witnesses
 - d. Opportunity to examine evidence and question witnesses
3. The student is entitled to be represented by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the school district.
4. If the decision to expel is made by the board's designee, the decision may be appealed to the board by following policy FNG. A decision by the board may be appealed by trial de novo to a district court of the county in which the district central administrative office is located.
 - For determining guilt, the administration will use a "reasonableness" school standard instead of the criminal standard beyond "a reasonable doubt."

LENGTH OF EXPULSION

The minimum length of expulsion will be the remainder of the school year in which the student is entered.

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. Expelled students are prohibited from being on school grounds or attending school related activities during the period of expulsion. No academic credit will be earned during the period of expulsion unless the student is enrolled in a district approved program.

EMERGENCY PLACEMENT TO A DAEP OR EXPULSION – TEC 37.019

The principal or his/her designee can order immediate placement of a student in a disciplinary alternative program if the principal or his/her designee believes the student's behavior is so

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unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or from the operation of school or a school-sponsored activity.

The principal or his/her designee can order the immediate expulsion of a student if he/she reasonably believes that action is necessary to protect persons or property from imminent harm.

At the time of an emergency placement or expulsion, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement or expulsion, the student shall be accorded the appropriate due process. If the student subject to the emergency placement or expulsion is a student with disabilities who receives special education services, the term of the student's emergency placement or expulsion is subject to the requirements of 20 U.S.C. Section 1415(e)(3) and 34 DFR 300.513.

A principal or his/her designee is not liable in civil damages for an emergency placement under this section.

SANCTIONS FOR SUSPENDED AND EXPELLED STUDENTS AND FOR STUDENTS ASSIGNED TO DAEP

In addition to any other sanctions or penalties, students who are suspended, expelled, and/or assigned to a DAEP are prohibited from being on school grounds and from participating in or attending school related extracurricular activities for the length of their suspension, expulsion, and/or assignment. This also includes any extracurricular activities that occur during school holidays.

PROBATION PERIOD FOR DAEP STUDENTS RETURNING TO REGULAR CAMPUS

Students who complete their DAEP assignment and are dismissed to their regular campus will be placed on probation for six weeks. Students who violate the Code of Conduct during the probationary period could be sent to DAEP. Violations of the Code of Conduct include, but are not limited to, persistent and serious offenses.

PLACEMENT REVIEW COMMITTEE

Each school shall establish a three member committee to determine placement of a student when a teacher refuses to re-admit a student to the teacher's class after the teacher has removed that student. In addition, the committee shall make recommendations to the District concerning readmission of expelled students. [TEC Section 37.003(a)(1)(2)(b)] The committee may return a student to a teacher's class without her consent if the committee determines that such placement is the best or only alternative available. Makeup of the committee will be according to the Education Code. [FOAA (LEGAL)]

INTERROGATIONS AND SEARCHES

School officials may search a student or a student's property with reasonable suspicion or the student's free and voluntary consent. However, consent obtained through threat of contacting the police authorities is not considered to be freely and voluntarily given. Vehicles on school property are also subject to search. Areas such as lockers, which are owned and jointly controlled by the district, may be searched if reasonable suspicion exists to believe that

contraband is inside the locker. Students shall not place, keep or maintain any article or material in school-owned lockers that is forbidden by district policy or that would lead school officials to believe that it would cause a substantial disruption on school property or at a school sponsored function. Searches of a student's outer clothing and pockets may be conducted if reasonable suspicion exists. Highly intrusive invasions of a student's privacy, such as searches of the student's person, shall be conducted only if probable suspicion exists to indicate that the student possesses contraband. Administrators and teachers have the right to question students regarding their conduct or the conduct of others. [FNF (LEGAL)]

DRESS CODE

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, and avoid safety hazards, and teach respect for authority. Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health hazard to themselves or others. The district prohibits any clothing that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

GISD is subject to follow mandates established by TEA and the Governor's Office during a time of disaster in regards to student's wearing a mask.

Masks shall be:

Simple Patterns, solid color, and or school logo. Please refer to the GISD strategic school reopening plan for additional information

1. The District prohibits pictures, emblems, or writings on clothing that are lewd, offensive, vulgar, or obscene.
2. Clothing that advertises or depicts tobacco products, alcoholic beverages, drugs, and any other prohibited substance.
3. Racially discriminating insignias may not be worn or displayed, i.e. KKK, Rebel Flags, or Malcolm X.
4. Clothing that may attempt to promote the supremacy of any race may not be worn.
5. Form fitting dresses or pants will not be permitted. Form fitting pants, including yoga pants and workout attire will be considered hosiery and must be worn with appropriate dress or skirt - not a long t-shirt, must be fingertip length.
6. Headgear of any kind (caps, hats, hoods, etc.) and sunglasses may not be worn at school during regular school hours.
7. Articles of clothing must be worn as they are designed to be worn, i.e., Pants must be worn with the waistband around the waist at all times.
Underwear may not be exposed. Belts and straps must be buckled and worn in the manner in which they were designed.
8. Loose fitting split-skirts and shorts may be worn. The length of these garments must reach the end of the fingertips. If a question arises as to the suitability and length of these garments, the principal has the right to discontinue the wearing of shorts and split-skirts.
9. Tank tops, basketball jerseys, and cut off sleeves may only be worn over a full shirt. Sleeveless shirts that expose undergarments may not be worn.
Straps on female tops must be at least three inches in width.

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10. Shorts that do not conform to the length requirement may not be worn. The length must reach at least the ends of the fingertips of the student.

Athletic shorts that are supplied by the school may not be worn outside of athletics.

11. No Spandex or Bicycle shorts as outer clothing may be worn.
12. Shoes must be worn at all times by all students on school property or at extracurricular events.
13. Bandannas, headbands and kerchiefs may not be worn or displayed at school.
14. Clothing may not be worn that designates or symbolizes a particular race or power with extreme radical ideologies such as a glove, hood, armband, insignia or emblem of heavy metal or cult groups, or offensive words that could cause substantial division among the students or unusual distractions. POLICY FMC.
15. No sleepwear of any kind may be worn to school or any in-school related activity and/or during any extracurricular activity participation, i.e. pajamas, nightshirts, boxers, slippers/house-shoes, etc.
16. Hair shall be neat, clean, well groomed, and shall not cause disruptions in the orderly school environment.

Hair length and hair color will be such that it does not cause a disruption or create a safety or health hazard. Only natural hair colors will be allowed. Insignias in the hair that are profane, racially symbolic, or may cause disruptions will not be permitted. Facial hair shall be well groomed.

17. The only jewelry allowed to be worn in pierced body parts are earrings worn by female students in the ear. Male students may not wear jewelry in pierced body parts while at school or while participating in extra -curricular activities.
18. Shirts must extend over the waistline and not expose the midriff at any time.
19. No visible tattoos with pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene or that advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under policy.
20. Holes in clothing may not be worn above the fingertip line.
21. Decorative teeth (grills) may not be worn during the school day.
22. Only natural color eye contacts will be allowed.

The student and parent may determine the student's personal dress and grooming standards, provided that they comply with the general guidelines set out above and the district's dress code for the students in the student handbook and/or discipline management plan.

If the principal determines that a student's dress or grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected. A student whose clothing violates the dress code shall be assigned in-school suspension either for the remainder of the day or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action. Certain privileges could be revoked on an individual basis on the third offense.

Appropriate discipline procedures shall be followed in all cases.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who attend or participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

TOBACCO USE

Students are prohibited from smoking, using, or possessing tobacco products or any other electronic vaporizing device at school-related or schoolsanctioned activities on or off school property.

POLICY FNCD(LEGAL) AND GNCD(LOCAL)

VANDALISM

Students shall not vandalize or otherwise damage or deface any property, including furniture and other equipment, belonging to or used by the district or district schools. Parents or guardians of students guilty of damaging school property will be liable for damages in accordance with law. Students will be responsible for the care and return of state-owned textbooks and may be charged for replacement of lost textbooks.

FIGHTING/ASSAULTS

Fighting in a school setting is a potentially dangerous act of violence and will not be tolerated by the faculty and administration of Garrison Middle School. Selfdefense will be considered when appropriate. The following are the consequences for provoking or participating in a fight or assault.

First offense

1. 3 days suspension and no less than 2 school days of in-school suspension and exclusion from extracurricular activities as stated in the Extracurricular Code of Conduct.
2. Should an altercation between two students be deemed as an assault by the administration of the school district, the policy relating to serious offenses will be implemented and students will be referred to local law enforcement officials.

Second offense

1. 3 days suspension and no less than 20 school days of inschool suspension, or assignment to DAEP, or possible expulsion and,
2. Referral to local law enforcement agency, and
3. Exclusion from extracurricular activities as stated in the Extracurricular Code of Conduct.

This is a stringent policy and is for the purpose of deterring fights. The main focus of this administrative staff will be to teach students to solve problems in a non-violent manner by approaching their academic team, favorite teacher, counselor, friend, or administrator to help them work through the problem without fighting.

Assaults

Students are prohibited from assaulting anyone on school property or at any school-related event. An assault is defined as:

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1. Intentionally, knowingly, or recklessly causing bodily injury to another person.
2. Intentionally or knowingly threatening another with imminent bodily injury or sexual assault or sexual harassment.
3. Intentionally or knowingly causing physical contact with another when the student knows or should reasonably believe that the other will regard the contact as offensive or provocative.

HAZING

Students shall not willfully subject another student to indignity, humiliation, intimidation, physical abuse, or disgrace as part of initiation to any school organization or activity.

Hazing means any intentional, knowingly or reckless act directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding an office in, or maintaining membership in any organization whose members are or include other students. The term includes but is not limited to IF THE ACT IS:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Involves sleep deprivation, exposure to the elements, or confinement in a small place, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
3. Involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
4. Any activity that causes or requires the student to perform a task that involves a violation of the Penal Code. [Education Code 4.5] et seq., as added by S.B. 24]
5. Involves coercing, as defined by Section 1.07, Penal Code, the student to consume:
(i) A drug, or (ii) an alcoholic beverage in an amount that would lead a reasonable person to believe that the student is intoxicated, as defined by Section 49.01, Penal Code.

[POLICY FNCC (LEGAL) AND FNCC (LOCAL) TEC SECTION 37.151]

SCHOOL BUS AND OTHER TRANSPORTATION

The main purpose of Garrison Independent School District's transportation program is to transport students to and from school in the most efficient and safe manner. Students being provided transportation by the district must comply with the Garrison ISD Student Code of Conduct. Any student failing to abide by the Code of Conduct on the bus will be subject to disciplinary action and may be denied transportation services.

Bus rider rules

Prior to loading and unloading the bus students:

1. Must be at the bus stop before the bus arrives.
2. Must stay off the road and conduct themselves properly while waiting for the bus.

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3. Must wait until the bus has come to a complete stop before moving toward the bus.
4. Will cross at least 10 feet in front of the bus after looking in both directions for traffic and at the driver for the signal to cross.

While on the bus students will:

1. Ride their assigned bus unless there is a special permission through the principal's office.
2. Cooperate with the bus driver.
3. Be courteous to other riders.
4. Stay seated at all times. (The driver has the authority to assign seats.)
5. Not throw objects out the windows.
6. Keep hands, feet, and head inside the bus.
7. Not use profane language and/or tobacco products.
8. Not fight, push, or shove.
9. Unload ONLY at a designated stop unless there is special parent permission approved by the campus principal.
10. Abide by all rules in the Student Handbook and the Code of Conduct.
11. Refrain from talking loud and distracting the driver.

Referrals regarding bus conduct:

1. Inappropriate student behavior which cannot be controlled by the driver will be reported to the campus principal on a Transportation Referral Notice.
2. The driver will inform the student that a referral will be filed.
3. The campus principal will review the action of the student and administer discipline in accordance with the Student Handbook and the Code of Conduct, including but not limited to suspension of riding privileges. The student and the parent/guardian will be notified as soon as possible.
4. A copy of the referral will be provided to the parent/guardian.
5. The superintendent will be informed of severe cases.

BULLYING

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumorspreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying." 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, counselor, principal, or another district employee as soon as possible. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred.

Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Any retaliation against a student who reports an incident of bullying is prohibited. It will be up to educators to distinguish between the typical conflicts that take place every day in school and

those that rise to the level of bullying or harassment. Further, not every incident will amount to bullying or harassment.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, TRAFFICKING, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [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, putdowns, threats to hurt the student or 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, 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, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects 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. A copy of the district's policy is available in the principal's office and in the superintendent's office.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for

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accommodation; threatening or intimidating conduct; offensive jokes, namcalling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

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. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

Trafficking

Sex trafficking is **human trafficking/transportation** for the purpose of **sexual** exploitation.

Retaliation

Retaliation of a student occurs when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is 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. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited.

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, counselor, principal, or other district employee.

The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate districts officials to who to make a report.

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, sexual abuse, maltreatment, trafficking, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district. In the event 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. If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action if the conduct that is the subject of the complaint was not unlawful. A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance policy FNG (LOCAL).

SEXUAL HARASSMENT/SEXUAL ABUSE OR MALTREATMENT OF STUDENTS

Every student has the right to attend district schools and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The district encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools [FNC] (LEGAL)

Definitions of Sexual Harassment

Sexual harassment of a student by an employee includes any welcome or unwelcome sexual advances, request for sexual favors, and other verbal (oral or written), physical, or visual conduct of a sexual nature. It also includes such activities as engaging in sexually oriented conversations for purposes of personal sexual gratification, telephoning a student at home or elsewhere to solicit inappropriate social relationships, physical contact that would be reasonably construed as sexual in nature, and enticing or threatening a student to engage in sexual behavior in exchange for grades or other school-related benefit. Sexual harassment of a student by another student includes unwanted and unwelcome verbal or physical conduct of a sexual nature, whether by word, gesture, or any other sexual conduct, including request for sexual favors.

Title IX (Federal Law)

Sexual harassment of students may constitute discrimination on the basis of sex and is prohibited by Title IX (the federal law prohibiting gender-based discrimination by schools that receive federal funds). This specifically addresses students with cognitive disabilities.

Parent Notification

The district will notify parents of students involved in sexual harassment by students when the allegations are not minor or of any incident regarding sexual harassment or sexual abuse by an employee. Notification may be by telephone, letter, or personal conference.

The Title IX coordinator for the district is the Superintendent who may be contacted at 459 U.S. Hwy 59, Garrison, Texas 75946 or (936)3477000. Write and record the date and circumstance of the interview.

POLICY DAA (LEGAL), DGBA (LEGAL), DAA, DH, DHC (LEGAL)

POSSESSION OF CELL PHONE

If your child brings a cell phone to school. It must be turned OFF during school hours. GMS Teachers will take up student cell phones during school hours. Cell phones will be returned to students prior to last period. If your child has a smart watch on or in their possession during school hours, it will be taken up and returned at the end of the day.

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Students who violate this policy will have their device will be taken to the Principal's office and held for two full calendar days or pay a fee of \$15.00 for its return.

The second offense will result in the device being taken up for 10 full calendar days or pay a fee of \$15.00 for its return. If the fee is paid, the phone will be given back at the end of the school day that the fee is paid. Further offenses will result in parent notification and the device being held for 14 calendar days. [FNCE (LOCAL)] The district will not be responsible for damaged, lost, or stolen telecommunications devices.

Using any device that permits recording the voice or image of another to take, disseminate, transfer, or share audio, images, video, or photographs that reveal private parts of the body that are ordinarily covered by clothing (aka sexting) is prohibited. All electronic equipment is subject to search in the event school administrators believe reasonable suspicion exists to support the search.

INAPPROPRIATE USE OF TECHNOLOGY

Students are prohibited from sending or posting 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 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 will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. An employee may contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

INTERNET SAFETY POLICY

It is the policy of Garrison ISD to: (a) prevent user access over its computer network to, or transmission of inappropriate materials 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 [Pub L. No. 106-554 and 47 USC 254(b)]

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 depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

LASER POINTERS

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the Student Code of Conduct.

FRATERNITIES, SORORITIES, SECRET SOCIETIES AND GANGS

Students shall not become members or promise to become members of any organization wholly or in part of students of public schools below the rank of college while seeking to perpetuate itself by taking in additional members from the students enrolled in such school on the basis of the decision of its membership, rather than upon the free choice of any student in the school, who is qualified under the rules of the school, to fill the special aims of the organization. A person commits an offense if the person:

1. Is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or
2. Is not enrolled in a public school and solicits another person to attend a meeting of a public school fraternity, sorority, secret society, or gang or meeting at which membership in one of those groups is encouraged.

A board of trustees or an educator shall recommend placing in a disciplinary alternative education program any student who violates the above rules. (TEC Section 37.121)

DISRUPTION OF CLASSES

For purposes of this rule "school property" includes the public school campus or school grounds upon which any public school is located, and any grounds or buildings used by district schools for assembly or other school related activities, and "public property" includes any street, highway, alley, public park, or sidewalk.

No student will be permitted, on school property, or on public property within 500 feet of school property to willfully disrupt, alone or in concert with others, the conduct of classes or other school policies. Disruption of the education activities of a school includes:

1. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
2. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
3. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
4. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class

activities. [POLICY FNCI AND GKA]

STUDENTS WITH HANDICAPS UNDER IDEA

The placement of a student with a disability, who receives special education services may be made only by a duly constituted admission, review, and dismissal committee, henceforth referred to as the ARD Committee. A student with a disability who receives special education services may not be placed in disciplinary alternative education programs solely for educational purposes if the student does not also meet the criteria for alternative placement. [TEC Subchapter A, Sections 37.006(a) and 37.007(a)]

School personnel may assign a student with a disability to an alternative educational setting, or suspension, for not more than 10 school days and to an interim alternative educational setting for not more than 45 days if the student carries a weapon to school or to a school related activity or if the student possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school related activity.

A student with a handicap being served in special education may be expelled for engaging in conduct that would warrant such an action for a student without handicaps only if the ARD committee determines the misconduct is not a manifestation of the handicapping condition or inappropriate placement. [TEC Subchapter A, Section 37.004] The ARD Committee shall determine if the manifestation is a result of the handicapping condition or inappropriate placement prior to the student's expulsion.

In determining whether a student's disruptive behavior was related to the student's handicapping condition, the ARD Committee shall base the decision on currently effective evaluation and assessment data and on review of the current IEP documentation; rather than on established eligibility or previous committee decisions. The ARD Committee shall consider whether the student's behavior indicates the need for new assessment or evaluation data. Unless the parents agree otherwise, the student may be returned to his or her current placement after ten days while additional assessments are being conducted.

The ARD Committee shall determine the instructional and related services to be provided during the time of expulsion. The student's IEP shall include goals and objectives designed to assist in returning the student to school and preventing significant regression.

If the ARD Committee determines that the student's disruptive behavior is related to the handicapping condition or inappropriate placement, the student shall not be expelled. If the disruptive behavior was related to the handicapping condition, it shall either rewrite the IEP to address the student's behavioral and educational needs or, when appropriate, consider the extension of an emergency removal.

STUDENTS HANDICAPPED UNDER SECTION 504

A student handicapped under Section 504 shall not be expelled unless the district first determines that the misbehavior is not a manifestation of the student's handicap. The determination may be made by the same group of people who make placement decisions. The group must have available to it evaluation data that is recent enough to afford an understanding of the student's current behavior. At a minimum, the group shall include persons

knowledgeable about the student and the meaning of the evaluation data.
[Policy FB and FB (LOCAL)]

IN SCHOOL SUSPENSION

An on campus In School Suspension (ISS) is used for persistent and serious offenses during the school year. This is suspension to a setting on the school campus. The rooms are designed to allow students to remain on the campus in a designated area, with a teacher or aide overseeing their work. The term of the suspension for this program will be from one day to six weeks. Assignment to ISS will be made by the building principal in response to the following offenses and infractions: fighting, insubordination, tobacco use, dishonesty, truancy, vandalism, theft, obscenities, skipping after school detention, decisions and consequences and other persistent offenses.

Once assigned to ISS, the student must successfully complete their assigned time, all assignments and maintaining an excellent behavior record. The ISS teacher may recommend for a student to be assigned additional days for failure to complete assignments and/or failure to follow ISS rules. Students can be assigned to ISS during regular school hours and/or on Saturday.

POLICE QUESTIONING OF A STUDENT

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

1. The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
2. The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
3. The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
4. If the event is part of a child abuse investigation, the principal will cooperate fully regarding the conditions of the interview.

STUDENTS TAKEN INTO CUSTODY

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

1. To comply with an order of the juvenile court.
2. To comply with the laws of arrest.
3. 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.

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4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
 5. To comply with a properly issued directive to take a student into custody.
 6. By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his 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 raise what the principal considers to be valid objection to notifying the parents.

Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

PHYSICAL RESTRAINT

Any district employee may, within the scope of the employee's duties, use and apply physical restraint to a student that the employee believes is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.
5. Restrain an irrational student. POLICY FO (LOCAL)

CORPORAL PUNISHMENT

Corporal punishment is permitted in order to preserve an effective educational environment, free from disruption.

Corporal punishment shall be reasonable and moderate and may not be administered maliciously or for the purpose of revenge. Such factors as the size, age, and physical, mental, and emotional condition of the student; the type of instrument to be used; the amount of force to be used; and the part of the body to be struck shall be considered before administering any corporal punishment. A disciplinary record shall be maintained and shall contain the name of the student, the type of misconduct, and previous disciplinary actions, the type of corporal punishment administered, the name of the person administering the punishment, the names of witnesses present, and the date and time of punishment. Disciplinary records shall be made available to parents or the student, whichever is appropriate.

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

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1. The student will be told the reason corporal punishment is being administered.
2. Corporal punishment may be administered by the school principal, assistant principal, or a teacher.
3. The instrument to be used in administering corporal punishment shall be approved by the principal or a designee.
4. When corporal punishment is administered, it shall be done in the presence of one of her district professional employee and shall take place in a designated place out of view of other students.

AFTER SCHOOL DETENTION (ASD)

Assignments to After School Detention will be made by the classroom teacher or the building principal. Students can be assigned to ASD for minor offenses and infractions. An assignment to ASD may range from one to two afternoon sessions. Assignment for one offense constitutes one ASD assignment. A student may serve a maximum of five assignments per six-week period. After the fifth assignment, the offense becomes persistent, and the principal will assign the student to the Special Assignment Class or use another management technique.

For minor infractions of the code of conduct or other policies and regulations, teachers may detain students after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his version of the incident.

Failure to do HOMEWORK will result in ASD. If ASD is not attended, the student will be held out of athletics or PE.

When detention is used, notice shall be given to the student's parent or legal guardian to inform the parent of the reason for the detention and allow arrangements for the necessary transportation of the student. The detention will be assigned on the first available date, however students will be allowed 24 hours notice.

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1 day late - the teacher will take 10 points off the grade.

2 days late - the teacher will take 20 points off the grade.

If the assignment is not turned in by the end of the class period on the second late day, the student will be written up and placed in After School Detention (ASD) for up to five (5) days. The student has 5 days of After School Detention or until the zero is resolved with the teacher's approval (Example - if the homework is turned in satisfactorily after 1 day of ASD, the ASD placement is finished). After School Detention begins after school and lasts until 5:00pm. It will be the parent's or guardian's responsibility to arrange for their child to be picked up at 5:00pm. Garrison Middle School's policy for homework and absences is still in effect. The late homework policy will take into account if a student is absent.

The student's parent or guardian, if the student is a minor, shall be required to provide transportation when the student has been assigned to After School Detention. [POLICY FOC (LOCAL)]

CREDIT DURING DISCIPLINARY PROCESS

Students shall receive full credit for assignments completed in the In School Suspension.

A student who has been removed from his or her regular classes for any reason other than expulsion will not receive an unexcused absence and will be expected to complete any course work assigned within a time designated by the teacher.

Nacogdoches County Disciplinary Alternative Education Program

Students who have been assigned to the Disciplinary Alternative Education Program will only receive credit for the passing of course work in English Language Arts, Mathematics, Science, and History. Students are instructed using the Nacogdoches ISD curricula for all subjects, which is NOT internet based.

Expelled Students

A student who has been expelled will be allowed to remain current on all course work pending an appeal to the board or the board's designee's decision to expel the student. However, if the appeal is denied, the student will not receive credit for work missed during the period of expulsion.

NACOGDOCHES COUNTY JUVENILE AUTHORITIES

Nacogdoches County juvenile authorities will be informed by the appropriate administrator if a student is sent to the Nacogdoches County DAEP School. The Juvenile authorities will work directly with the DAEP School while students are assigned there. When a student is suspended or expelled from the DAEP School, the authorities will be notified as soon as possible but no later than 24 hours. (TEC 37.013)

LOCAL LAW ENFORCEMENT

The designated administrator will notify the School Resource Officer when a student has been expelled. The School Resource Officer will notify other Law Enforcement as necessary.
(See TEC Section 37.015)

DUTIES OF THE SCHOOL RESOURCE OFFICER

1. Emergency Operations Coordinator for the District.
2. School Safety and Security Officer.
3. School Truancy Officer.

COURT INVOLVEMENT

No later than the second business day after the date a hearing is held under TEC Section 37.009, the board of trustees or the board's designee shall deliver a copy of the order placing a student in an alternative education program under TEC Section 37.006 or expelling a student

under Section 52.04 of Family Code to the authorized officer of the juvenile court in the county in which the student resides (TEC Section 37.010)

EXTRACURRICULAR CODE OF CONDUCT

I. PURPOSE STATEMENT

The Garrison Independent School District will provide an extracurricular program that has a commitment to excellence and high expectations for its students and staff so that the students will have an opportunity to be successful.

GISD extracurricular program will:

- Promote self-esteem through the discovery that ultimately the true meaning of winning is doing one's best.
- Provide opportunities for students and faculty of different races, economic backgrounds, and personal interest to cooperate as a team and develop a sense of fair play.
- Develop qualities of leadership while helping students to understand the need to be able to follow.
- Develop problem-solving skills in a cooperative environment.
- Cultivate lifetime citizenship skills of determination, self-discipline, and respect for others, accountability, responsibility, goal setting, cooperation, perseverance, and a desire to compete.

II. PHILOSOPHY STATEMENT

Participation in extracurricular activities is a privilege. In order to participate, students must meet the criteria of the organization and follow all procedures set by the organization. Students and parents should be ever mindful of this fact before students become part of any extracurricular activity.

A student is not obligated to take part in extracurricular activities, nor is this a requirement for graduation.

III. RULES OF BEHAVIOR

A. IN SCHOOL BEHAVIOR

Violation of any of the rules of the student code of conduct may result in suspension or dismissal of said activity.

1. Students who violate discipline policies will be subject to exclusion from extracurricular activities subject to review from principal, sponsor, and parent/guardian.
2. Students assigned to In School Suspension will be eliminated from competing in extracurricular activities for the assigned period of In School Suspension.
3. Students who are suspended may not participate in or attend extracurricular activities for the period and for five (5) school days following the suspension. This time also includes any holidays that occur during the suspension.

B. OUT OF SCHOOL BEHAVIOR

1. If a student is arrested and charged with any misdemeanor offense, the student shall be excluded from any extracurricular activity for not less than two (2) weeks during scheduled

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school year. The principal, sponsor, parent/guardian, and law enforcement officer, will determine the appropriate period of suspension.

2. If a student is arrested and charged for any felony offense, the student shall be excluded from all extracurricular activities for a minimum of one (1) year or a maximum of four (4) years. The principal, sponsor, parent/guardian and law enforcement official will determine the duration of the exclusion from the extracurricular activity.

C. ASSIGNMENT TO DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

1. A student placed in the Nacogdoches County Disciplinary Alternative Education Program will not be permitted to attend or participate in school sponsored or school related activities, including extracurricular programs.

IV. RESPONSIBILITIES OF PARTICIPANTS

- Accept decision of judges and officials
- Portray good leadership qualities and demonstrate acceptable behavior when participating in any activity.
- Maintain a positive attitude whether winning or losing.
- Promote school spirit, loyalty, and pride.
- Exhibit characteristics of commitment, punctuality, self-control, dependability, positive attitude, and appropriate dress.
- Follow rules of behavior.
- Display respect for authority.
- Balance study and class time with extracurricular activity.
- No vulgar language.
- The use of alcohol, tobacco or drugs is prohibited.

Participants who fail to adhere to above responsibilities could be suspended from extracurricular events

V. RESPONSIBILITIES OF PARENTS/GUARDIANS

- Accept decision of judges and officials.
- Promote school spirit, loyalty, and pride.
- Commit to support child in extracurricular activities.

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational

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plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

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

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

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [https://pol.tasb.org/Policy/Download/922?filename=FFI\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/922?filename=FFI(LOCAL).pdf). Below is the text of Garrison ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/30/2017

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.

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.

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples 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.

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. 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.

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. 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.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. 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. 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.

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.

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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. 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.

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. 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.

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.

The principal or designee shall refer to FDB for transfer provisions. 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. 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.

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. A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

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

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.