

GARRISON HIGH SCHOOL

A Tradition of Excellence



Student Handbook

2023-24

Garrison Independent School District

459 US Hwy 59
Garrison TX 75946
Phone (936) 347- 7000 Fax (936) 347-2529

BOARD OF TRUSTEES

President, Heidi Lawrence

Vice-President, Matt Barrett

Secretary, Justin Shull

Member, Kent Curbow

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Member, Heath Brewer

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DISTRICT ADMINISTRATION

Superintendent,

Reid Spivey

Finance,

Patterson Hill

Athletic Director, **Brandon Alveraz**

Director of Instruction, **Scott Tyler**

Elem Principal, **Jana White**

Finance Secretary, **Leah Spivey**

Food Services, **Denise Derby**

Transportation Director, **Larry**

Roberts

HS Principal, **Mike Compton**

Maintenance Director, **Drew Schmidt**

MS Principal, **Chaye Massey**

Superintendent Secretary, **Crystal Linebarger**

Technology Director, **Kevin Helmer**

ACKNOWLEDGMENT OF HANDBOOK RECEIPT

My child and I have received a copy of the Garrison High School Student Handbook for 2021-2022. I understand that the handbook contains information that my child and I may need during the school year. I have also received a copy of the High School Student Code of Conduct, which is attached to the student handbook, and I understand that all students will be held accountable for their behavior and are subject to the disciplinary consequences outlined in the Code.

ACCEPTABLE USE POLICY AGREEMENT

I have also read the Garrison ISD Responsible Use policy for technology which is included in this student handbook beginning on page 54 and agree to follow all rules as indicated. I hereby release the Garrison District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use the system, including, without limitation, the type of damage identified in the Garrison District's policy and administrative regulations.

☐ Yes ☐ No I give permission for my child to participate in the Garrison District's electronic communications system.

CORPORAL PUNISHMENT

I have read the provisions of corporal punishment online in the student code of conduct, and I am aware of the policy.

☐ I request that an alternate discipline technique be used with my child
☐ I will allow corporal punishment to be used with my child according to the school policy

ATTENDANCE LAW

☐ I have read the Texas Compulsory School Attendance Laws and understand that charges may be filed against me if my child does not attend school, or if he/she misses parts of days through excessive tardies or leaving school early.

DIRECTORY INFORMATION NOTICE

Regarding student records, federal law requires that "directory information" on my child be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information. This objection must be filed within ten school days of your child's first day of instruction for this school year.

To be in compliance with No Child Left Behind, the district will release to military recruiters and institutions of higher education, upon request, the name, address, and telephone listing of your child, unless you direct the district not to release this information without prior written consent, as indicated below.

☐ Yes ☐ No The district may release my child's name, address, and telephone listing to military recruiters and institutions of higher education upon their request without my prior consent.

SOCIAL MEDIA

☐ Yes ☐ No I give Garrison ISD permission to use my child's name, photo, audio, and video on district-sponsored social media sites (ex. GUSD website, Facebook, etc.)

Print name of student: _____

Student signature: _____

Parent signature: _____ Date: _____

****Sign and date this page making sure you answer each blank; then have your child return it to his teacher or the office within 10 days of the first day of instruction this year. Forms not returned within 10 days will indicate parental acceptance of policies and procedures.***

NOTIFICATION LETTER

TO: Parents, Teachers, and School Support Personnel

FROM: Reid Spivey, Superintendent

SUBJECT: Notification of Asbestos-Related Activities

As required by the federal government, this will serve as notification to the above constituency, of current and pending asbestos-related activities for Garrison ISD

In the summer of 2020, an EPA accredited inspector/management planner, performed the mandatory three-year re-inspection of asbestos-containing materials for our district. This inspection is used by districts as a time to check the condition of asbestos materials, update records, and review current regulations. Each of these projects has been completed by our district, and we will not be required to complete another three-year re-inspection until 2020.

Our independent inspectors have located and identified asbestos in your schools, and they have made recommendations for proper control should potential hazards exist. This inspection process is followed by the management planning process, which enables our district to determine the hazard if one exists, and take corrective actions to ensure the health and safety of our students and faculty.

As required by law, our designated person will complete a surveillance of any asbestos-containing areas every six months to ensure any potential hazard is kept to a minimum.

A copy of the management plan, as well as the re-inspection documentation will be kept in the office of the superintendent (Fire Room), and may be examined by you upon request.

Should you need additional information, you may call the Garrison ISD Asbestos Designated Person, Drew Schmidt, at (936) 347-7097.

Texas Education Agency
Texas Public School Student/Staff Ethnicity and Race Data Questionnaire

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students and staff. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

Please answer both parts of the following questions on the students of staff member's ethnicity and race. United States Federal Register (71 FR 44866)

Part 1. Ethnicity: Is the person Hispanic/Latino? (Choose only one)

- ***Hispanic/Latino*** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- ***Not Hispanic/Latino***

Part 2. Race: What is the person's race? (Choose one or more)

- ***American Indian or Alaska Native*** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- ***Asian*** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
- ***Black or African American*** - A person having origins in any of the black racial groups of Africa.
- ***Native Hawaiian or Other Pacific Islander*** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ***White*** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Student/Staff Name (Please Print)

(Parent/Guardian)/(Staff) Signature

Student/Staff Identification Number

Date

pace reserved for Local school observer - upon completion and entering data in student software system, file this form in student's permanent folder.

Ethnicity--choose only one:

____ Hispanic /Latino

____ Not Hispanic/Latino

Race -- choose one or more:

____ American Indian or Alaska native

____ Asian

____ Black or African American

____ Native Hawaiian or Other Pacific Islander

____ White

Observer Signature: _____ Campus and Date

Texas Education Agency--March 2015

Agencia de Educacion de Texas

Cuestionario de Informacion de Datos Raciales y de Etnicidad de Estudiantes/Miembros de Personal de las Escuelas Públicas de Texas

El Departamento de Educación de Estados Unidos (USDE) requiere que todas las instituciones estatales y locales de educación, recopilen datos sobre etnicidad y raza de los estudiantes y de miembros de personal. Esta información es utilizada para los reportes estatales y federales así como para reportar a la Oficina de Derechos Civiles (OCR) y a la Comisión de Igualdad en el Empleo (EEOC)

Al personal del distrito escolar y los padres o representante legal de estudiantes que deseen matricularse en la escuela, se le requiere proporcionar esta información. Si usted rehúsa proporcionará, es importante que sepa que el USDE requiere que los distritos escolares usen la observación para identificación como ultimo recurso para obtener estos datos utilizados para reportes federales.

Favor de contestar ambas partes de las siguientes preguntas sobre la etnicidad y raza del estudiante así como del miembro de personal. Registro Federal de Estados Unidos (71 FR 44866).

Parte 1. Etnicidad: Es la persona Hispana/Latina? (Escoja sol una respuesta)

- **Hispano/Latino** - Una persona de origen cubano, mexicano, puertorriqueño, centro o sudamericano o de otra cultura u origen espanol, sin importar la raza.
- **Not Hispanic/Latino**

Part 2. Raza: Cual es la raza de la perona? (Escoja uno o mas de uno)

- **American Indian or Alaska Native** - Una persona con orígenes o de personas originarias de Norte y Sudamerica (incluyendo America Central), y que mantiene lazos o apego comunitario con una afiliacion de alguna tribu.
- **Asiatico** -Una persona con orígenes o de personas originarias del Lejano Este, Sureste de Asia o el subcontinente indo, incluyendo, por ejemplo a Cambodia, China, India, Japon, Corea, Malasia, Pakistan, las Islas Filipinas, Tailandia y Vietnam.
- **Negro of Africo-** Americano - Una persona con orígenes de cualquier grupo racial negro de Africa.
- **Nativo de Hawai u otras islas del pacifico-** Una persona con orígenes o de personas orginarias de Hawai, Guam, Samoa, u otras islas del Pacifico.
- **Blanco-** Una persona con orígenes de personas originarias de Europe, el Medio Este o el Norte de Africa.

_____	_____
Student/Staff Name (Please Print)	(Parent/Guardian)/(Staff) Signature
_____	_____
Student/Staff Identification Number	Date

ace reserved for Local school observer - upon completion and entering data in student software system, file this form in student's permanent folder.	
ity--choose only one: <input type="checkbox"/> Hispanic /Latino <input type="checkbox"/> Not Hispanic/Latino	Race -- choose one or more: <input type="checkbox"/> American Indian or Alaska native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White
Observer Signature: _____ Campus and Date _____	
Texas Education Agency--March 2015	

REGION 7

EDUCATION SERVICE CENTER

2023-2024 Family Survey/ Encuesta de la Familia

_____ Independent School District

_____ District Migrant Contact

You child may be eligible for educational services through the Migrant Education Program. Contact the Office of Migrant Education at _____ if you need additional information.

1. During the last three years has your family move from one school district to another?

_____ Yes _____ No

2. Do you or does anyone from your family do the following temporary or seasonal work?

_____ Yes _____ No

What type of work?

_____ Baling Hay	_____ Food Processing in Plants
_____ Farming	_____ Pickling Fruit or Vegetables
_____ Ranching	_____ Cotton Farming/Ginning
_____ Fencing	_____ Combining/Harvesting Grain
_____ Dairying	_____ Driving Tractors/Machinery
_____ Fishing	_____ Tree Growing or Harvesting
	_____ Plant Nursery
	_____ Poultry Production
	_____ Clearing Land
	_____ Picking Nuts, Pecans, etc
	_____ Other Similar Work

Su nino/a puede ser elegible para recibir servicios escolares proporcionado por el programa educacional migrante. Entre el contacto con la Oficina de Educacion Migrante si necesitas informacion adicional _____.

1. Durante los ultimos tres anos ha viajado su familia de un distrito escolar a otro?

_____ Si _____ No

2. Trabaja usted o alguien en su familia en una de las siguientes actividades temporalmente?

_____ Si _____ No

Que tipo de trabajo?

_____ Juntando paja	_____ Cultivando arboles
_____ Cultivando	_____ Cosecha de frutas/verduras
_____ En ranchos/granjas	_____ En viveros
_____ Cercando	_____ Cultivando algodón
_____ En lecherias	_____ Mezclando/cosechando granos
_____ Pescando	_____ Limpiando terrenos
	_____ Manejando tractores/maquinaria
	_____ Recogiendo nueces, etc.
	_____ Procesando comida en fabricas
	_____ Otro trabajo similar

_____ Student Name/Estudiante

_____ Birthdate/Fecha de Nacimiento

_____ Grade/Grado

_____ Parent Name/Padre Telephone/Telefono

Created:12/07/2005

Reviewed: 01/30/2015

Revised: 01/20/2015

GARRISON INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB 89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ STUDENT ID# _____

ADDRESS _____ TELEPHONE# _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian Date

Signature of Student if Grades 9-12 Date

Cuestionario del que se habla en el hogar

DEBE DE COMPLETARSE POR EL PADRE/MADRE/ O REPRESENTANTE LEGAL: (O POR EL ESTUDIANTE SI ESTA EN LOS GRADOS 9-12); El estado de Texas requiere que la siguiente informacion se complete para cada estudiante que se matricula por primera vez en una escuela publica de Texas. Este cuestionario se archivara en el expediente del estudiante.

NOMBRE EL ESTUDIANTE _____ #ID _____

DIRECCION _____ TELEFONO _____

ESCUELA _____

1. Que idioma se habla en su hogar la mayoria del tiempo? _____

2. Que idioma habla su hijo/a (usted) la mayoria del tiempo? _____

Firma del Padre/Madre/ o Representante Legal Fecha

Firma del estudiante si esta en los grados 9-12 Fecha

GARRISON INDEPENDENT SCHOOL DISTRICT

Military Connected Family and Foster Care Survey

The state of Texas requires schools to collect data relating to the enrollment of military connected students and those students who are in Foster Care. This collection is done to allow educational institutions the ability to monitor critical elements of education success for these children.

Military -The student is a military connected student. Yes No

If the answer is yes then you will need to choose one of the following:

- The student is a dependent of an active duty member of the US Army, Navy, Air Force, Marine Corps or Coast Guard.
- The student is a dependent of a member of the Texas National Guard (Army, Air Guard or State Guard)
- The student is a dependent of a member of a reserve force in the US military (Army, Navy, Air Force, Marine Corps or Coast Guard)
- For pre-kindergarten students only: The student is a dependent of an active duty uniformed member of the Army, Navy, Air Force, Marine Corps or Coast Guard, or activated/mobilized uniformed member of the Texas National Guard (Army, Air Guard or State Guard) who was injured or killed while serving on active duty.

Foster Care-Please mark one box below:

- The student is not currently in the conservatorship of the Department of Family and Protective Services.
- The student is currently in the conservatorship of the Department of Family and Protective
- For pre-kindergarten students only: The pre-kindergarten student was previously in the conservatorship of the Department of Family and Protective Services.

Student's Name: _____ Grade _____

Parent's Name: _____

To be maintained in the Student's Cumulative Folder only.

REQUEST FOR FOOD ALLERGY INFORMATION

SCHOOL YEAR 2023-2024

Student Name _____-Date of Birth:-----Grade:-----

- (The District must request, at the time of yearly enrollment, that the parent or guardian of each student attending the District disclose the student's food allergies. This form will satisfy this requirement. Additional information regarding food allergies, including maintaining records related to a student's food allergies, can be found at District Policy FD and FL).

Dear Parent:

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed to the District in order to enable the District to take necessary precautions for your child's safety.

"Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

No Information to report, PLEASE SIGN BELOW.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food.

	Food	Nature of allergic reaction to food	Life Threatening

Have you previously disclosed this information to Garrison ISD? _____

The District will maintain the confidentiality of the information provided above and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act and District policy FL.

Parent/Guardian Name: _____

Work Phone: _____ Mobile Phone: _____ Home Phone: _____

Parent/Guardian Signature _____

Date form was received by Campus _____

PREFACE

The Garrison High School Education Planning Guide is designed to provide a resource for important information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into four sections:

Section I—Academic Planning, Counseling Services, and Course Information

This section is designed to provide academic information for the 2021-2022 school year. This will assist in course selections that will help you meet your goals for the future, as well as help you satisfy graduation requirements. It is critical that you read carefully the requirements for your graduation prior to making selections. It is equally important to read through the course descriptions for courses that you are interested in taking in order to ensure that you have fulfilled all prerequisites. Course offerings included in this section are subject to availability of qualified personnel and meeting class size requirements.

Section II—Operations Information

This section is designed to explain all school rules and operational procedures. We encourage you to take some time to review this section of the handbook closely. Note: The Operations Information is developed in accordance with district board policy and the Student Code of Conduct. Please be aware that this information is updated yearly; however, policy adoption and revision may occur throughout the year. Any changes in policy or other rules that affect the Operations Information and/or Student Code of Conduct provisions during the school year will be made available to student and parents through newsletters and other forms of communication.

Section III—Student Code of Conduct

The Student Code of Conduct is a document that establishes standards or behaviors for students. Its intent is to promote school safety and to create an optimum learning environment for all.

Section IV—Parental Rights and Responsibilities

This section is designed to help parents navigate the educational system at GHS. The term “the student’s parent” is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

The Garrison High School Educational Planning Guide should serve as an important reference throughout the school year. If you or your child has questions about any of its contents, please contact your child’s counselor or principal.

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SECTION I:
ACADEMIC PLANNING, COUNSELING
SERVICES, AND COURSE GUIDE

In June 2013, the governor of Texas signed into law and education reform bill sent to him by the 83rd Texas Legislature. House Bill 5 mandates many changes to the high school educational program and are reflected in this educational planning guide. Some changes affect all students, while other changes affect only incoming 9th grades for the 2014-2015 school year and thereafter. Please read carefully and note which changes affect your child. For more information please contact your child's counselor.

Dear Students and Parents:

The primary purpose of this book is to serve as a guide for students and parents as they select a program of study. Please examine and study the book. Careful planning and thought are needed in this process. At Garrison High School, we believe planning and course selection should involve the student, the parents, and the staff.

Respectfully,

Mike Compton
HS Principal

ADMINISTRATION AND STAFF

Superintendent,
Reid Spivey

Finance,
Patterson Hill

Athletic Director, **Brandon Alveraz**
Director of Instruction, **Scott Tyler**
Elem Principal, **Jana White**
Finance Secretary, **Leah Spivey**
Food Services, **Denise Derby**
Transportation Director, **Larry Roberts**

HS Principal, **Mike Compton**
Maintenance Director, **Drew Schmidt**
MS Principal, **Chaye Massey**
Superintendent Secretary, **Crystal Linebarger**
Technology Director, **Kevin Helmer**

FACULTY

Ag Science, **Danni Amos**
Ag. Science, **Shane Vance**
Algebra I/ Geometry, **Casandra Reese**
Band, **Oscar Denis**
BIM/DIM, **Dane Stanage**
Biology/IPC/Athletics, **Donna Youngblood**
Chemistry/Physics, **Rebecca Helmer**
Content Mastery, **Ritchie Pinkard**
DC Math, **Jeri Lynn Williamson**
English I, **Tiffany Bowden**
English II, **Candace Johnson**
English III/Art, **Molissa McClellan**
English IV/Theatre, **Julie Kilcullen**

Geography/Athletics, **Dempsey Compton**
Geometry/Pre Cal/ Calculus, **Kim Gregory**
Government/Eco/Athletics, **Mitchell Wassom**
Health Occupations, **Amie Holeman**
Health/Lifetime Nutrition, **Tori Jeans**
Math, **Allyson Delafield**
Science/Fine Arts, **Kathy Bryan**
Spanish, **Terri Dawson**
Special Ed., **Evan Delafield**
Special Ed., **Leslie McFadden**
Speech/PE, **BreAnn Clinton**
US History/Athletics, **Brandon Beavers**

GARRISON HIGH SCHOOL AND THE FOUR YEAR PLAN

Before entering the ninth grade, a student should carefully plan a four-year program with the help of parents and the school counselor to ensure that all courses he/she will take in high school will:

- meet his/her individual needs
- fulfill all requirements for graduation
- meet all requirements for the seal which he/she desires to be placed on his/her transcript
- help achieve present and future educational goals

Each year students and their parents should review the Four Year Plan and revise it to meet changing needs. Teachers and counselors are available throughout the year for conferences to assist students with educational planning for their high school career.

Before projecting a four-year plan, each student, with parental assistance, should answer the following questions:

- What are my plans following graduation from high school?
- Do I plan to further my education by attending...trade or vocational school, Business College, junior college, or a four year university?
- What high school graduation program do I want to follow?
- Distinguished Achievement Program?
- Seniors 2018 Foundation Plan
- Seniors 2018 Foundation Plan with endorsements
- If I do not plan to attend college immediately after graduation, is there a possibility I may do so later?
- Do I have any special interests or aptitudes I wish to develop?
- If I change my mind after making my four-year plan, what modifications in the plan would be required to accommodate my new educational goals?

In developing his/her individual four-year plan, each student should take advantage of every available resource in order to make the best possible decisions. Some significant sources of help each student should consult early and often are:

Teachers

Teachers can identify how courses in their department can help meet graduation requirements and/or personal goals, describe the content of the courses they teach, and guide students on what is required for successful completion of each course.

Counselors

Counselors help identify individual's aptitudes and interests, provide information about graduation requirements, provide information about educational opportunities beyond high school, and assist in planning a high school program that meets graduation and personal needs.

Parents

Parents can help clarify educational goals, assist in planning for further education after graduation, provide support and encouragement, and give approval to the projected four year plan and any subsequent changes in it.

After carefully studying the requirements for graduation from G.H.S. and thoughtfully considering personal goals, each student should, with the help of all available resources, be prepared to make wise decisions in planning their career.

COLLEGE AND TECHNICAL PREPARATION TIMELINE

GOALS AND OBJECTIVES

8th GRADE

Each incoming 9th grade student should carefully complete a four-year academic plan. Each student and parent will have the opportunity to meet with the counselor to plan course selections for the high school years. Parents and students will be invited to attend general information sessions. It is strongly recommended that each student carefully choose courses for high school and select an endorsement. Students should review specific college and technical publications that give campus profiles.

9th GRADE

Goals and objectives that were chosen in the eighth grade need to be reevaluated. Careful consideration should be given to reviewing the four-year graduation plan and the chosen endorsement. Students should review college and technical school publications that give campus profiles. Attend College Night and visit with the respective recruiters. Begin keeping a profile of report cards, test scores, honors, school activities, community activities, and work experience. The student may also want to keep samples of your major school projects, papers, etc.

10th GRADE

Review the four-year graduation plan, and take courses that are challenging. Each student will take the PSAT in October as practice. Continue to review college and technical publications. Begin to visit colleges in the summer, especially if interested in a highly selective college. Students should study to make grades representative of abilities. Continue adding to profile folder.

11th GRADE

Review the graduation plan and narrow college and technical choices. Confer with parents and the counselor to decide on courses for the senior year and to discuss post-graduation plans. Take challenging courses. Attend College Night and talk to college personnel. Take the PSAT in October. Apply for scholarships that parents' employers may provide and any scholarships that are available to junior competition. Take the SAT and/or ACT in the spring. Visit colleges and technical schools during the summer. Send for post-secondary information and applications. Make grades representative of ability. Continue adding to profile folder.

12th GRADE

Finalize post-graduation plans and send letters/applications to the colleges and technical schools of choice. Confer with the counselor in early fall and apply for any scholarships for which you may qualify. Attend College Night/Day with parents and review all materials pertaining to financial aid. Take the ACT/SAT (again if necessary to raise test scores) in the fall and TSI before enrolling in any college courses. Send in housing applications for college and technical schools in the fall, especially to schools that are highly competitive for dorm space. Send in financial aid applications as requested and continue adding to profile folder.

KEY REMINDERS:

- Plan ahead--take nothing for granted!!
- Take challenging courses...prepare for the work force and/or for post-secondary education.
- Research careers of interest and narrow choices.
- Select colleges and/or technical schools that offer degrees in career choice.
- Visit colleges and/or technical schools of choice.
- Take the ACT/SAT as a junior and retake it as a senior if necessary.

GARRISON HIGH SCHOOL ACADEMIC INFORMATION

REQUIRED COURSES

These courses are required to fulfill state educational guidelines. A course may or may not have a prerequisite; a prerequisite is a course that must be taken prior to the course under consideration.

ELECTIVE COURSES

In addition to required state courses, students must choose other courses to complete their schedules. The number of electives varies from year to year. Elective courses or credits may be selected from additional core academic courses or from courses in other departments.

NCAA

All high-school athletes wishing to compete in college athletics must register with the Initial-Eligibility Center. Information about eligibility can be found in the Guide for the College-Bound Student-Athlete at www.eligibilitycenter.com. Students who are interested in attending college on athletic scholarships should carefully select high school courses that qualify under the National Collegiate Athletic Association guidelines. After you have registered and paid appropriate fees, please submit paperwork to the high school counselor.

ADDITIONAL WAYS TO EARN CREDIT

In addition to regular course offerings, alternate programs and courses provide enriching experiences and credit.

Grades earned in these courses may count in the GPA (grade point average). Following is a list of these additional programs. Consult with a counselor for more detailed information.

- **CREDIT BY EXAMINATION:** With prior instruction - A student must have had prior instruction in the subject and received a course grade of at least 60 in order to use credit by examination to make up a failing course grade. Credit by examination shall not be used to gain eligibility for participation in extracurricular activities. To receive credit, students shall receive a score of 70 or above on the examination. Tests shall be administered according to procedures approved by the Superintendent. Students may earn no more than two credits in grades 9 -12 through credit by examination (with or without prior instruction).
 - Without prior instruction - The superintendent or designee shall be responsible for development and or selection of tests for students without prior instruction. A student planning to take an examination for acceleration shall be required to register with the principal or designee no later than 30 days prior to the scheduled testing date. The district may or may not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. A student must receive a grade of at least 80 on the exam to earn credit in a particular subject. A maximum of two credits can be earned (with or without instruction).
- **CORRESPONDENCE COURSES:** Juniors and seniors only may earn a maximum of two state required credits through correspondence courses and may be enrolled in only one correspondence course at a time. Prior to enrollment in correspondence courses, student

shall make written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation.

- **SUMMER SCHOOL:** Summer school is an option for students to make-up failed courses. Summer school will not be permitted to obtain credits for early graduation. Summer school is only offered at Garrison High School with the approval of the High School Principal. Garrison students may attend summer classes offered at other accredited school districts to obtain credit. A student may earn as much as 1 credit per summer session, not to exceed a total of eight (8) credits through enrollment in a state approved summer school session throughout a student's high school career. In a course failed during the regular session, only the semester failed must be made up.
- **COLLEGE CLASSES:** Students may earn high school credit, college credit and advanced measures toward a distinguished achievement seal by enrolling in district approved college courses. Students classified as sophomores may enroll in college-level courses in the summer preceding their junior year provided all course work and graduation requirements are being met. Junior students will be limited to two dual credit classes per semester and seniors will be limited to four dual credit classes per semester. The college course shall include and extend the Texas Essential Knowledge and Skills (TEKS) for the corresponding high school course.

In order for students to enroll in college classes for dual credit or advanced measures, the principal must approve college courses, students must have finished their sophomore year in high school, meet college entrance requirements, and pay all college tuition and fees and provide their own transportation. Once credit is received in a dual credit course(s), the student may not re-enroll in comparable district course(s).

Beginning with the 2020-21 senior class, a numerical scale 0-100 will be provided by the college. To receive high school credit the student must receive credit for the class from the college. If the letter grade of "D" is reported by the college, it will be interrupted as a 70. Dual credit courses taken at GISD shall be used in the calculation of a student's class ranking with weighted averages, but the students shall receive regular grade points for classes taken off campus during the summer. Dual credit courses taken in the spring semester, of the student's senior year, will not be used to calculate final ranking due to the completion date of the course.

- **CREDIT RECOVERY:** Provides an opportunity for students to regain credit in a course that they have previously failed or in certain circumstances students might be allowed to use credit recovery in order to stay on course to graduate on time. With prior instruction - A student must have had prior instruction in the subject and received a failing course grade of at least 60 in order to use the credit recovery program to make up a failing course grade. Without prior instruction - Participation must be approved by a GAP (Grade Advancement Program) committee. Students participating in credit recovery must complete the courses assigned within the school year in which it began.

EOC SUMMER TUTORIALS

Summer tutorials are offered for students who were unable to meet the expectations of the Texas STAAR Exam. A letter will be sent home with dates and times offered. While these tutorials are NOT required, they are recommended.

INDIVIDUAL GRADUATION COMMITTEE (Senate Bill 149, 463, and 213 extends individual graduation committee authority)

A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC). This bill will only be effective through the graduating class of 2017. Under the legislation, a student may not graduate under IGC if the student did not take each required EOC assessment or a commissioner-approved substitute assessment for each course for which there is an EOC assessment. Also SB 149 allows a student who did not pass the Algebra I and/ or English II EOC assessment a second time to use the Texas Success Initiative (TSI) assessment to meet the EOC requirement for the corresponding course. A student must receive a TSI score indicating readiness to enroll in entry-level freshman coursework. Senate Bill 463 is only effective through the class of 2019.

IGC's can authorize eligible students to graduate based on additional requirements if the committee decision is unanimous and the student has passed all curriculum requirements for graduation per SBOE or commissioner transition rule. Students cannot graduate via IGC before their 12th grade year.

SENIOR RELEASE

Seniors who have earned enough credits may opt to take either late arrival or early release. Students using late arrival must arrive by 2nd period, and students using early release must leave after 7th period. UIL rules require that all students be enrolled in a certain minimum number of courses that count toward graduation in order to participate.

SPECIAL EDUCATION PROGRAM

The special education program provides a comprehensive program for each student between the ages of three and twenty-two who has been identified as having a special need. These special needs include physical, mental, or emotional handicaps, and learning disabilities. Visually handicapped and hearing-impaired students shall have a free, appropriate education from birth through age 21.

Consideration of a student's need for special education services is initiated by a referral, which may be made by the parents, a physician, a community agency, and/or school personnel. In all cases, parental permission is required for participation in special education unless the student is eighteen.

The program operates under state guidelines for admission, program content, and dismissal from the program. Students in special education can earn course credit through regular education, special education, or a combination of both. A Vocational Adjustment Class (VAC) is available through the Nacogdoches County Cooperative for juniors and seniors who are eligible. The VAC Program allows students to receive on-the-job training while earning high school credit.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools 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 and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) 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 if 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 an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving a written request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be verbal and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school 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 to evaluate the student. 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 a district or charter school 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 30th 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 or charter school must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals:

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

- Contact Person: Leslie McFadden
- Phone Number: 936-347-7030

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools 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:

- Contact Person: Amanda Pinckard
- Phone Number: 936-347-7030

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

CAREER/TECHNOLOGY EDUCATION PROGRAMS

Career/Technical Programs in Ag Science, Business Applications, and Health Occupations are offered. Admission to these programs is based on prerequisites and future goals of the student. These programs provide instruction in technical, practical, and leadership aspects that are needed for entry level jobs in business and industry or for entry into Tech Prep Programs at community colleges such as Angelina and Panola. Various types of programs are offered: pre-employment (shop/laboratory) classes and courses in career/technology.

STUDENT SCHEDULES

Scheduling in the traditional schedule is as follows: 1 semester = $\frac{1}{2}$ credit. All students in grades 9-12 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 shall inform students of deadlines and requirement for dropping courses or changing schedules. Students will be expected to have schedules set by the first week.

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

Graduation Requirements:

Personal Graduation Plan Overview -Garrison High School

Requirements for students who entered the ninth grade **DURING OR AFTER the 2014-2015** school year. See course descriptions for options within each subject. Students may earn more than the required number of credits for graduation.

Principal: Mike Compton Counselor: Julia Konderla

*****Graduation requirements include Foundation plan plus an Endorsement of at least 6 additional credits***

Foundation Plan = 22 credits	Endorsements + 6 credits = 28	Distinguished = 28 credits (Eligible for top 10% Automatic Admission)
<p>English Language Arts – 4 credits</p> <ul style="list-style-type: none"> English I English II English III English IV <p>Mathematics – 3 credits</p> <ul style="list-style-type: none"> Algebra I Geometry Algebra 2 or Algebraic Reasoning <p>Social Studies – 3 credits</p> <ul style="list-style-type: none"> World History US History Government/Economics <p>Science – 3 credits</p> <ul style="list-style-type: none"> Biology IPC or Chemistry Physics <p>Foreign Language – 2 credits</p> <ul style="list-style-type: none"> Spanish 1 Spanish 2 <p>Fine Arts – 1 credit</p> <ul style="list-style-type: none"> Art Floral Design Band Theater Arts <p>Physical Education – 1 credit</p> <ul style="list-style-type: none"> Physical Education Athletics <p>Speech/Health – 1 Credit</p>	<p>STEM</p> <p>2 Advanced Math</p> <ul style="list-style-type: none"> Pre-Calculus Statistics (DC) College Algebra (DC) <p>2 Advanced Science</p> <ul style="list-style-type: none"> Anatomy & Physiology Advanced Animal Science Biology <p>Business & Industry</p> <p>1 Math</p> <p>1 Science</p> <p>Ag Food & Natural Resources</p> <ul style="list-style-type: none"> Principles of Ag Floral Design/Hort./Adv. Plant & Soil Livestock/Vet Med/ Adv. Animal Science <p>Professional Standards/Ag Business/ Math Apps</p> <p>Principles of Manufacturing</p> <ul style="list-style-type: none"> Principles Welding Advanced Welding Dual Credit Welding <p>Public Service</p> <p>1 Math</p> <p>1 Science</p> <p>Health Sciences/ Science</p> <ul style="list-style-type: none"> Principles of Health Science Medical Terminology HOSA 2 Anatomy & Physiology <p>Multidisciplinary Studies</p> <p>1 Math</p> <p>1 Science</p> <p>1 Social Studies</p>	<p>High school students that pursue the Distinguished Achievement Program must earn 28 course credits, including 4 credits each of Math, Science, Social Studies and English to graduate</p> <ul style="list-style-type: none"> Algebra II (must be one of the student's math credits) <p>Required for ALL graduates</p> <p>STAAR EOC Checklist</p> <ul style="list-style-type: none"> English I English II Algebra I US History Biology <p>Recommended for all graduates going to college</p> <p>College Entrance Exams</p> <ul style="list-style-type: none"> PSAT (10th & 11th) SAT (11th & 12th) ACT (11th & 12th) <p>College Readiness Exams (TSI)</p> <ul style="list-style-type: none"> Math Reading Writing

Course substitutions for P.E. include marching band during the fall semester or athletics. Band also may be substituted as a Fine Art during the spring semester.

Coursework Completion:

- A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation
- Printed instructional materials will be made available for students who does not have access to reliable technology at home

Miscellaneous Graduation Information:

- Students are required to submit a FAFSA before graduation
- Texas grants automatic admission to all valedictorians to Texas public colleges and universities
- Students may graduate without taking Algebra II but this may impact their chances of automatic admission and financial aid

GRADING (*In the event of a *State of Disaster*, please refer to the Garrison ISD Instructional Continuity Plan.*)

The grading system consists of:

Letter Grade	Average
A	90 - 100
B	80-89
C	70-79
All grades below 70 are failing (with the exception of dual credit courses in which students must receive credit from the University in order to pass)	

- Semester Averages: Semester grades are determined by adding the three six week's grades together and dividing by three. If a student is not exempt, the semester exam will count one-seventh of the semester grade.
- Progress Reports: 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 or who is deemed borderline. Parents are urged to arrange a conference as soon as possible after the receipt of a Progress report.
- Honor Roll: There will be an "All A" and an "A average" Honor Roll each six weeks. Weights will not be applied to advanced/weighted class for the purpose of determining Honor Roll.

REPORT CARDS

Written reports of student grades and absences are issued to parents at least once every six weeks. At the end of the first three weeks of a grading period, parents are notified if the student's grade average is near or below 75 or below the expected level of performance. If a student receives a six-week grade of less than 70 in any class or subject, the parents are requested to schedule a conference with the teacher of that class or subject. Report cards (are) mailed to the parent(s). Students enrolled in dual credit courses will only receive a grade at the end of the semester which

will be reported by the University in the form of a letter grade. Students enrolled in dual credit courses will not receive a grade per six week intervals.

CLASS RANKING

Numerical averages are given to students after each six weeks. The three six weeks' grades and semester exams are averaged to determine the semester grade. Grade points are assigned to the semester average and used to determine the ranking of the students after the completion of each school year. Final ranking will also include grades taken for High School credit in grade 8. Final ranking for graduates is calculated after the fifth six weeks of the senior year. Dual credit courses taken in the spring semester of a student's senior year, will not be used due to the completion date of the course. It is determined by adding the final grades and dividing by the total number of academic courses.

****In the event of a *State of Disaster*, class rank will be determined at local discretion using the last completed semester or last completed Six Week grading period.****

The honor graduates, as well as the top 10 students , will be announced at the Academic Awards Banquet and graduation, however only the top 10% are eligible for automatic admission to public colleges and universities within the state of Texas (excluding the University of Texas).

To be considered an Honor graduate one must successfully complete ten (10) advanced courses during their high school career.

The local class ranking will no longer be calculated. Courses taken by students in other accredited districts that are on our list of advanced courses will be included in the GPA to become Valedictorian, Salutatorian or an honor graduate. Students must have attended and completed the last two consecutive years of high school in the district to be eligible for the honor of Valedictorian and/or Salutatorian. Students that move into the district from High School using GPA calculation will be interpreted as follows:

- A=95, B=85, C=75, D=65, F=55

*****Any student whom transfers with a letter grade of P (passing) will receive a 75.**

To be considered for the honor of Valedictorian and Salutatorian, students shall have completed ten (10) advanced courses during their high school career. Having successfully completed the required number of advanced courses, students shall be selected for Valedictorian and Salutatorian based on their final Grade Point Average.

For class ranking purposes,

Should a tie occur between two students, the following procedure will be used to break the tie and determine the rank of the student.

- First, the grade point average will be carried to the fourth decimal. No rounding of decimal places will occur.
 - If a tie still remains, then the top ten advanced course grades of each student as placed on the transcript will be averaged to determine the ranking.
 - If necessary, this average will be carried to the fourth decimal.
- Grade weights will not be assigned to grades earned by students who transfer into the district for classes which are not weighted in GISD. However, weights will be assigned for any transferred classes that are weighted in GISD.

- All eligible students whose grade point averages comprise the top ten percent of the graduating class as determined by the District's ranking policy shall qualify for automatic admission to all general, public colleges and universities (excluding the University of Texas) as allowed under Education Code 51.803.

GRADE WEIGHTS

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:

<u>Honor Courses with a 1.06 weight</u>	<u>Honor Courses with a 1.12 weight</u>
Algebra I (JH)	Calculus
Algebra II	Spanish III
Honors Algebra I (Class of 2020)	Honors Algebra II
Honors Chemistry	Dual credit classes offered through Garrison ISD
Honors English I, II, III, IV	
Honors Geometry (Class of 2020)	
Honors Physics	
HOSA II (**upon licensure)	
Pre-Calculus	

For two years following their graduation, district graduates who ranked in the top ten percent of their graduation class are eligible for automatic admission into four-year public universities and colleges in Texas with the exception of the University of Texas. Students and parents should contact the counselor for further information about the application process and deadlines.

The following course grades ***shall not be included*** in class rank computations:

Athletics	Aide positions (office/library/etc.)
Band	Correspondence classes
Physical Education	Summer school courses
Driver's Education	Annual/Yearbook class
Non-credit classes	Music Theory/Appreciation/Choir
UIL	

HONOR CLASSES

Garrison High School offers honor classes for students who wish to pursue a more rigorous course of study in English and/or Math. Summer reading is required prior to each honor's English class. The principal, counselor, Math and/or English teachers can provide more information regarding honor courses.

DUAL CREDIT CLASSES

Policies and procedures for dual-credit classes will be outlined according to the syllabus and by individual class instructors.

CLASSES EXEMPT FROM UIL ELIGIBILITY

All dual credit courses, local credit courses, honors courses, calculus, and pre-calculus will be exempt from UIL eligibility.

EDGENUITY AND CREDIT RECOVERY

Students participating in Edgenuity for credit recovery or initial credit will be excluded from the NCAA clearinghouse GPA. Students must complete the course in the academic year in which the course began. If they fail to complete the course, they will not receive credit for the course.

TESTING

Students must take certain state mandated exams during high school. The following is a list of exams a student may have to take:

- STAAR tests are administered in April, May.
- STAAR retakes are administered in December, April, May, and June for all students who have not mastered one or more tests.
- SAT/ACT College Entrance Exams are required for all students who plan to enroll in post-secondary school. GHS encourages college-bound students to take the SAT/ACT during their junior year of high school.
- The TSI test must be taken prior to enrolling in any college course work.
- Industry Based Certification Exams – the school will pay for the initial certification exam and one re-test with teacher approval.

COURSE WORK

Daily work and homework are a regular regiment intended to foster student learning. All work will be turned in accordance with the teachers' instructions and/or by the due date. Work NOT turned in by the designed time and/or due date will receive a zero. The student will be allowed to make the assignment up for a maximum score of 75 and will receive no more than 5 school days to complete the work or the zero is final. The five days can be altered by the teacher if extenuating circumstances exist.

- **Make-up Work After Absences:** A student absent for any reason is encouraged to make up specific assignments missed and/or complete any additional in-depth study assigned by the teacher to meet subject or course requirements. Students will be given the opportunity to complete the missing 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) will receive a zero for the assignment. The five days can be altered by the teacher if extenuating circumstances exist.

ASSESSMENT OF STUDENTS TRANSFERRING FROM UNACCREDITED SCHOOLS

Students transferring from home schools or unaccredited private schools shall be awarded credit by using one or more of the following assessments:

- Using end-of-course exams in individual subject areas

- Using a previously released STAAR exam or appropriate grade level
- Using the credit-by-examination method for individual subject area

2023-2024

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.
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 Highschool Student Handbook.

Accelerated Instruction Requirements: HB 4545/HB 1416

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 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
- 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:

- 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

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.
- 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.

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	Calculus Spanish III

Honors Algebra I Honors English I, II, III, IV Honors Geometry Honors Physics HOSA II (upon licensure) Pre-Calculus	Honors Algebra II Dual credit courses
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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).

Course Guide – Core Classes

SECTION II: OPERATIONS INFORMATION

PREFACE

The student handbook contains information needed by both students and parents during the school year. It is organized alphabetically by topic. Students are addressed as "the student," "students," "the child", or "children". The term "the student's parent" refers to the parent, legal guardian, or other person who has agreed to assume school related responsibility for the student.

ADMISSION

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

ASBESTOS

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations is available in the Facilities and Planning Office. If you have any questions, please contact the Superintendent at 936-347-7000.

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.

ATTENDANCE

In Texas, a child between the ages of 6 and 19 depending on when the child's birthday falls; must attend school unless otherwise exempted by law. School employees must investigate and report violations of the state compulsory attendance law. Truancy may result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate court if the student is absent from school on ten or more days or parts of days within a six-month period in the same school year, or is absent on three or more days or parts of days within a four-week period. These attendance requirements also apply to any District required tutorial sessions. The school resource officer is responsible for enforcing the compulsory attendance law.

Students must have a doctor or parents note in order to get an excused absence. The student has two days to turn in the note. If students are going to a Medicaid visit please let us know as they can receive up to (2) per year. Please be mindful that poor attendance could cost students the opportunity to try out for cheerleader/class superlatives.

A student who voluntarily attends or enrolls after his or her nineteenth birthday is required to attend each school day. If a student 19 or older has more than five unexcused absences in a

semester, the District may revoke the student's enrollment. The student's presence on school property is then unauthorized and may be considered trespass.

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. 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.[See policies at FEC]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

The district accepts the following as extenuating circumstances for the purpose of granting credit for a class:

- Board approved extracurricular activity or public performance subject to limitations in FDD (LEGAL)preceding.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Documented healthcare appointment, if the student begins classes or returns to school on the same day as the appointment. Clinic personnel must sign Doctor's excuse.
- Temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent.
- Juvenile court proceeding documented by a probation officer.
- Absence required by state or local welfare authorities.
- Family emergency or unforeseen or unavoidable instance requiring immediate attention.
- Approved college visitation.
- Activities related to obtaining U.S. citizenship;

If the attendance committee finds that there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class (es). If a petition for credit is denied, the student or parent may appeal the decision to the Board of Trustees by completing a written request to the Superintendent. FD (LOCAL)

The District may provide these alternatives for a student to make up work or regain credit lost because of absences:

- Saturday School. Attending school on Saturday from 8:00 A.M.to12:00 noon.
- Community Service. The community service will be arranged by the attendance committee or principal.
- After school detention from 3:30 P.M. to 5:00 P.M.
- Before school detention from 7:00 A.M. to 7:55 A.M.

Truancy Prevention Measures

A student will be considered truant if they accumulate 10 or more unexcused absences in a Semester. Students will receive the following corrections as part of the adopted truancy prevention policy:

- 3 Unexcused Absences = Parent Notification
- 4 Unexcused Absences = ASD/period with 4 unexcused absences
- 5 Unexcused Absences = Parent Notification/Conference
- 6 Unexcused Absences = ASD/period with 6 unexcused absences
- 10 Unexcused Absences = Truant officer files truancy

RELIGIOUS HOLY DAYS

The District shall excuse students from attending school for the purpose of observing religious holy days when it is a tenet of their faith that they must be absent from school during such time and if, before the absence, the parent, guardian, or person having custody or control of the student submits a written request for the excused absence.

COLLEGE DAYS

Students may participate in college days during their Junior and Senior year with prior approval from the High School Counselor. Students may obtain one college day for their Junior year and one college day per semester, for a total of two, during their Senior year. Students must obtain prior approval and bring back appropriate proof of attendance or the absence will count against the student's regular attendance.

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the day. State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent: A parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may only be accepted in emergency situations. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student and he or she must sign in upon return, if the student returns the same day.

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

release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, the nurse will document the time of day the student was released.

Students are not authorized to leave campus during the 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.

OFFICIAL ATTENDANCE -TAKING TIME (ALL GRADE LEVELS)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day. Official attendance is taken every day at _____ a.m./p.m., which is during the second **OR** fifth instructional hour as required by state rule. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures listed in the attendance section for providing documentation of the absence.

EXTRACURRICULAR ACTIVITY

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, doctor's appointment or documented court appearance, he/she will not be allowed to participate on that day or evening. A student must be in school prior to 10:00 a.m. in order to be counted present. Participation of a student who is absent for part of the day will be determined at the discretion of the campus principal.

TARDY POLICY

A student is considered tardy when the student is not in the classroom when the tardy bell ends. There are no excused tardies to first period class. Tardies will be considered unexcused unless there is a note provided from the office or from other high school personnel.

The student will be allowed three unexcused tardies per class per semester. Upon a student receiving a fourth tardy in a class, the student will receive a discipline notice and the following actions will be taken:

- Fourth tardy-corporal punishment or one day A.S.D.
- Fifth tardy-corporal punishment or two days A.S.D.
- Sixth tardy or more-parent conference plus corporal punishment or three days A.S.D.

Every three tardies per class per semester will also count as an absence toward a student being exempt from final exams and not considered truancy.

AWARDS AND HONORS

Mr. and Miss GHS, Homecoming Queen: Students who are eligible for the position of Homecoming Queen and Mr. and Miss GHS must be seniors who have attended GHS for four (4) years and never failed a Six Week grading period during their high school career, have no criminal indictment record, have current year and previous year attendance equal to or better than 95%, and be participating in an extracurricular activity. A student may not hold an elected position if he/she has been expelled, suspended from school or placed in DAEP during that school year. If expulsion or suspension occurs after the election, the student forfeits the elected position.

- **Favorites:** Favorites will be elected by plurality vote of each respective class. In order to be eligible for these honors, a student must have no criminal indictment record and must not have failed more than one course during his/her high school career. A student may not hold an elected position if he/she has been expelled, suspended from school or placed in DAEP during that school year. A student receiving an award not voted on by students, is not figured in the total number of superlatives.
- **Superlatives:** Elected positions will be elected by plurality vote of each respective class. In order to be eligible for these honors, a student must have no criminal indictment record and must not have failed any Six Week grading period during his/her high school career. A student may not hold an elected position if he/she has been expelled, suspended from school or placed in DAEP during that school year. A student may receive up to 2 superlatives that are elected by plurality vote by students. A student receiving an award not voted on by students, is not figured in the total number of superlatives.
- **Class Officers:** Students will run for office. They will sign up and be elected in the fall by plurality vote from the names on the ballot. In order to be eligible, a student must have no criminal indictment record, must not have failed more than one class during his/her high school career.
- **Elections:** Mr. and Miss GHS and homecoming duchesses will be determined by plurality vote. Homecoming Queen: the three candidates receiving the most votes will be placed in a run-off election for Homecoming Queen only. All other elections, excluding clubs and organizations, will be determined by plurality vote.

Students must be present and enrolled in GHS the day of elections with the only exception being the election of cheerleaders. Students must be enrolled for one full semester prior to being nominated for any superlative position, class office, homecoming queen and duchess.

LETTER JACKETS

The district shall award letter jackets in the following activities: Athletics, Band, Cheerleading, UIL Academic, FFA, Theatre Arts and BETA. Each organization will develop its own guidelines for earning a letter jacket. Freshmen meeting the criteria to earn a letter jacket will be allowed to order during their sophomore year. See Letter Jacket requirements in Extra-Curricular.

CAFETERIA SERVICES

The District participates in the National School Meal Program and offers free and reduced-price meals based on 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.

SCHOOL HEALTH ADVISORY COUNCIL (SHAC) (ALL GRADE LEVELS)

During the preceding school year, the district's School Health Advisory Council (SHAC) held meetings. The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. Garrison ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the

policy. You are encouraged to contact Reid Spivey with questions about the content or implementation of the district's wellness policy and plan.

ACADEMIC INTEGRITY POLICY/PLAGIARISM

To foster a productive learning community, students and their teachers must base their relationship on mutual trust and respect. This means that teachers must clearly convey their expectations to their students, follow the prescribed curriculum, provide a safe learning environment and treat their students with fairness. Each student, in turn, is expected to arrive to class ready to learn, bringing all necessary materials and demonstrating a respectful, receptive attitude. A meaningful educational experience must be grounded in the confidence that both the students and the teachers put forth honest effort. Since trustworthiness is an integral part of building a relationship of mutual respect, students are required to complete all assignments with honesty and integrity. Any violation of that trust will be taken seriously and will result in consequences.

Violating Academic Trust - Examples may include:

Cheating:

- Copying another student's work
- Allowing another student to copy work
- Using authorized notes, internet sources or electronic devices on a quiz or test
- Sharing information about a quiz or test without teacher permission
- Collaborating with others on an individual assignment

Fraud:

- Forging another person's signature on a note, progress report, or assignment
- Fabricating an excuse or note of any kind
- Intentionally failing to give parents or guardians important school communication
- Re-submitting an assignment to a teacher that was originally completed for another class without permission from the teacher

Plagiarism:

- Presenting any part of another's work as your own
 - NOTE: When writing essays, preparing projects, or completing any school assignments, students are expected to correctly cite any information that is either paraphrased or directly quoted from another source. Information which is not common knowledge must be documented in the appropriate citation method required by the instructor.

Consequences of Violating Academic Trust

A zero on the assignment

Parent contact/conference

Discipline referral to administrator

Notification of offense to student's coaches/sponsors

Remember: Do your best work, complete it honestly, and you will achieve success!

CHECK CASHING 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 recovery fee. 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).

CLASS DUES

All students through the 11th grade will be required to pay class dues of \$30 per year. Class dues are due in full by Thanksgiving break of the student's junior year. Dues will help pay for Prom. Students will not be allowed to attend Prom until all dues are paid in full. Once dues are paid, no refunds will be given. Students who move into the district will only be required to pay for the years they are in attendance at Garrison ISD. Seniors who move in will be required to pay \$30.00 in order to attend prom.

CLUBS 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.

COMPLAINTS BY STUDENTS/PARENTS

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, removal to disciplinary alternative education programs, expulsion, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in those particular areas. To review relevant policies or obtain further information, see the principal. A student and/or parent with a complaint regarding possible discrimination in any school program on the basis of sex should contact the campus Principal. For a complaint regarding sexual harassment or abuse, see the Student Code of Conduct. A complaint or concern regarding the placement of a student with disabilities who is not eligible for special education or about the District's programs and services available to the student should be brought to the Superintendent. On all other matters, a student or parent who has a complaint should bring it to the appropriate teacher. If the outcome is not satisfactory, the following steps should be taken:

- Level one- A student or parent who has a complaint shall request a conference with the principal within fifteen days of the time the student or parent knew, or should have known, of the event or series of events causing the complaint. The principal shall schedule and hold a conference with the student or parent within ten days of the request.
- Level two- If the outcome of the conference with the principal is not to the student's or parent's satisfaction, the student or parent may request, within ten days, a conference with the Superintendent or designee, who shall schedule and hold a conference. Prior to or at the time of the conference, the student or parent shall submit a written complaint that includes a statement of the complaint, any evidence in its support, the solution sought, the student's or parent's signature, and the date of the conference with the principal.
- Level three- If the outcome of the conference with the Superintendent or designee is not to the student's or parent's satisfaction, the student or parent may submit to the Superintendent a written request to place the matter on the agenda of the next regular Board meeting.

The Superintendent shall inform the student or parent of the date, time, and place of the meeting. The presiding officer shall establish a reasonable time limit for complaint presentations. The Board shall hear the complaint and take whatever action it deems appropriate. The lack of official action by the Board shall uphold the administrative decision at Level Two.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be public.

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.

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.

Use of district-owned equipment and its network systems is not private and will be monitored by the district.

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

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.

Grades 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.

At the discretion of classroom teachers, students may access personal communication devices for instructional purposes.

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, damaging to another's reputation, or illegal.
- Cyber-bullying others through the computer. This includes threatening or harassing messages or postings.
- Wasting school resources through the improper use of the computer system.
- Gaining unauthorized access to restricted information or resources.
- 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.

This prohibition applies to conduct off school property, whether the equipment used to send such messages is district- owned or personally owned, if it results in a substantial disruption to the educational environment.

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.

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 the 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.

CONFERENCES

Teachers may request a conference with students and parents;

- if the student is not maintaining passing grades or achieving the expected level of performance,
- if the student presents any other problem to the teacher or
- 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.

High School Teachers will be required by campus policy to contact parents once per 3 week grading period if students are failing.

CONTAGIOUS DISEASES/CONDITIONS (The school employees a full time counselor and nurse to address both mental and physical health. Additional health information is included in our Crisis Management Plan.)

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 are 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, PinkEye(Conjunctivitis), Poliomyelitis (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 the 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 contract meningitis or another serious illness.
- ***HOW CAN BACTERIAL MENINGITIS BE PREVENTED?*** Do not share food, drinks, utensils, tooth brushes, 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.

COUNSELING

- Academic Counseling: Students are encouraged to talk with a school counselor, teachers, and principals in order to learn about the curriculum, course offerings, graduation requirements, and differences between graduation programs. All students in grades 9-12 and their parents will be notified annually about their recommended courses for students preparing to attend college. In addition, students are expected to complete a four-year course of study and revise it each year to meet changing needs. Students who are interested in attending a college, university, or training school or pursuing some other advanced education should work closely with their counselor so that they take the high school courses to best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.
- Personal Counseling: The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, or chemical dependency needs. The counselor may also make available information about community resources to address personal concerns. Students who wish to meet with the counselor should contact the appropriate Counselor or the Principal.

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-ins, walk-out, blocking of entrances, threatening force, petition, etc.

DISTRIBUTION OF MATERIAL

All aspects of school sponsored newspapers and/ or yearbooks are completely under the supervision of the teacher and campus principal.

Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual, auditory, or digital materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the principal and in accordance with campus regulations.

All materials intended for distribution to students that are not under the District's editorial control must be submitted to the principal for review and approval. If the material is not approved within 24 hours of the time it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved.

DRUG TESTING POLICY

Drugs to be tested for: Amphetamines, Cocaine, Opiates, Phencyclidine (PCP), Tetrahydrocannabinols (Marijuana), Steroids, and Alcohol.

Testing Procedures and Protocol:

- Any student in grades 7-12 representing Garrison I.S.D. in any school activity will be initially tested at the beginning of the school year. Students not tested at the beginning of the year must be tested prior to participation in a school -sponsored activity, including new students.
- Any student in grades 9-12 obtaining a parking permit to park on campus will be subject to an initial drug screening.
- Any student in grades 7-12 involved in a school activity to include, but not limited to, competitions, performances, and tryouts and/or students possessing a parking permit will be subject to random drug testing. A predetermined number of students will be selected for random testing at least 4 times a year.
- The method of screening is by a certified SAMHSA laboratory using a urinalysis and/or hair sample.
- Testing will be administered by a certified collection technician.
- Failure to produce a sample in the allotted time period will be considered a positive screening.
- Non-compliance by any student will be considered a violation of policy and grounds for removal from the program(s).
- Students refusing to be tested will be subject to sanctions as if testing positive. Read admission to the program will be contingent upon the student agreeing to participate in the drug testing program and a negative result.
- A confirmation test shall be administered by the certified lab to confirm the initial test results.
- All specimens will be identified by the student's social security number.
- All offenses are cumulative for the student's career.
- A parent/student consent form must be signed prior to testing.
- 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:

- Notification of parent or guardian.
- Students must complete a face to face or online drug education program at the expense of the student.
 - *Documentation upon completion will be required
- Suspension from extra-curricular activities and campus parking for 30 calendar days including any competition, performance, and/or tryouts.
- Students must be retested at the end of 30 days and their system clear of any drugs before reinstatement.
- A letter of intent to remain in extra-curricular 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 and/or performance until the student has met all guidelines for reinstatement.

Second Offense:

- Notification of parent or guardian.
 - Students must complete a face to face or online drug education program at the expense of the student.
 - *Documentation upon completion will be required
 - Suspension from extra -curricular activities and campus parking for the remainder of the semester or 85 school days; whichever is longer.
 - Student must be retested at least twice during the suspension period--once randomly and once at the end of the suspension period.
 - A letter of intent to remain in extra-curricular 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 and/or performance until the student has met all guidelines for reinstatement.
-
- Notification of parent or guardian.
 - Suspension from extra-curricular activities and campus parking for the remainder of the student's high school career.

Confidentiality

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

Appeal:

- 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 includes 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. The school employees a full time counselor and nurse to address both mental and physical health. Additional health information is included in our Crisis Management Plan

EMERGENCY SCHOOL CLOSING INFORMATION

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

- FACEBOOK/GARRISON ISD WEBSITE
- BLACKBOARD CONNECT, Rapid communication service (computer generated telephone message)
- KLTV Channel 7, Tyler
- KTRT Channel 9, Nacogdoches

- KJCS FM 103 Radio
- KTBJ FM 107 Radio
- KYKS Radio Lufkin FM105.1

Early Dismissal of School:

- If possible, students will be in school until noon, 1:00 P.M., or 2:00 P.M. The above media will be notified. Students will have the opportunity to notify parents of early release.

EXTRACURRICULAR ACTIVITIES (TEC Section 33.081)

Garrison High School offers the following extra-curricular activities: Athletics, Band, Beta Club, FCA, FCCLA, FFA, HOSA, Student Council, Cheerleading, Drill Team and UIL. (See School website for By-laws, constitutions, and handbooks) A student will be permitted to participate in extracurricular activities subject to the following restrictions:

- During the first grading period, a student is eligible if he/she was promoted at the end of the previous year, or has accumulated the required number of units toward graduation. See the PROMOTION or GRADE CLASSIFICATION sections in this handbook or the principal for further information on promotion.
- 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 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
- A student is allowed up to 10 activity-related absences from a class during the school year, 5 absences for post-district competition, and 2 absences for state competition for a total of 17. A student who has extinguished his/her days may apply for a waiver provided they meet the following criteria:
 - Passed all parts of TAKS/STAAR in the prior year
 - Is currently maintaining an 85 average or better in all classes
 - Cannot have more than 3 office referrals for discipline or tardies
 - Cannot be in violation of the 90% Rule

A student must apply for this waiver each time their days have been used. A waiver will consist of a letter to the principal explaining the reason for the needed E day. The total number of waivers will be determined by appropriate GISD staff members. A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

FEES

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

- The materials for a class project that the student will keep

- Membership dues in clubs or student organizations and admission fees to extracurricular activities
- Security deposits
- Personal physical education and athletic equipment and apparel
- Voluntary purchases of pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntary purchase of student accident insurance
- Musical instrument rental and uniform maintenance, when provided by the District
- Personal apparel used in extracurricular activities that becomes the property of the student
- Parking permits and student identification cards
- Fees for damaged library books and school-owned equipment (calculators, Chrome books, etc.)
 - If a student/parent pays for a lost or damaged book/school equipment, there will be no refunds after July 1st
- Fees established by the State Board for driver training courses, if offered
- Fees for optional courses offered for credit that require use of facilities not available on District premises
- Summer school courses offered tuition-free during the regular school year
- Any fees not paid by a student's senior year will result in their diploma being withheld until all fees are cleared.

A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit due to absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form. Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the Campus Principal.

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.

- Emergency signal:
 - Fire alarm sounds - Leave the building; follow teacher to predestinated location; wait for the all clear to return to class
 - Announcement – Shelter in Place – Red – Students get on the floor in a crouching position away from doors and windows; wait for all clear announcement
 - Announcement – Shelter in Place- Yellow – All students gather in their classroom and lock the doors. Do not allow anyone to enter or exit the classroom until the all clear announcement

FOOD ALLERGIES

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

FUND RAISING

Student clubs or classes, outside organizations, and/or parent groups may occasionally be permitted to conduct fundraising drives. An application for permission must be made to the Campus Principal at least two weeks before the event.

★ *Except as approved by the Campus Principal, fundraising is not permitted.*

HOMEBOUND SERVICES

A homebound setting is for providing 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. Face to Face instructional services will only extend 50 miles from the Garrison Independent School District. Any student confined to a hospital or bedside outside the 50 mile radius will receive instruction via Skype/online/or email.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons, reasons of conscience, and/or religious belief, and the student will not be immunized. The immunizations required are: hepatitis A, hepatitis B, diphtheria, tetanus, pertussis, poliomyelitis, measles (rubeola), mumps, rubella (German Measles), and haemophilus influenza type B, and varicella (chicken pox); the school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. 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.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement by the student (or by the parent if the student is a minor) that states that immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. This statement must be renewed yearly. Failure to provide proof of current immunizations may result in a student being denied enrollment or being sent home until immunizations are updated.

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.

LIMITED ENGLISH PROFICIENT

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 Texas English Language Proficiency Assessment System (TELPAS) will also 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. A 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 there is reasonable cause to do so

whether or not a student is present. Student athletes and Band Members are assigned lockers at the beginning of the school year and are expected to use the locker assigned to them. Only school spirit items can be displayed on lockers.

MEDICINE AT SCHOOL

A student who must take prescription or non-prescription medicine during the school day must bring a written request from his or her parent and the medicine, in its properly labeled container, to the school nurse. The school nurse will either give the medicine at the proper time or give the student permission to take the medicine as directed.

TRAVEL-SCHOOL SPONSORED

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exception may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the principal or sponsor the day before the scheduled trip that the student is allowed to ride with an adult designated by the parent.

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain it is locked and that the keys are not given to others. A student will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons that are found in his or her car and will be subject to disciplinary action by the District, as well as referral for criminal prosecution.

Students must have a valid Texas driver's license, proof of liability insurance, and a parking permit to park on or within 300 feet of the Garrison ISD campus. For safety reasons, vehicles must remain parked during school hours. Citations will be given for parking violations. The first offense will be a verbal warning. The second offense will be a written warning. The third offense will be a citation in the amount of \$10.00. A student will have 7 days to pay the ticket. If the ticket is not paid by 7 days, parking and driving privileges will be revoked until the ticket is paid. The money that is paid will go into the Garrison Employee scholarship fund.

ADJACENT PARKING LOT

Garrison ISD is not responsible for stolen property or damages to student's vehicles parking in the adjacent parking lot off campus.

VISITORS

Parents are welcome to visit the District schools. All visitors must report to the principal's office and request permission to speak with the student or request a visitor's pass. With the principal's approval, the student will be summoned to the office. Visits to individual classrooms during instructional time are permitted only with the approval of the principal and the teacher, and such visits are not permitted if the duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Parents are welcome to eat lunch with their son/daughter, but any other visitors will not be allowed into the cafeteria during the lunch break.

Principals are authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school and to request any unauthorized person or person engaging in unacceptable conduct to leave the school grounds.

SECTION III: STUDENT CODE OF CONDUCT

PURPOSE

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

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

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

This Student Code of Conduct has been adopted by the Garrison ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the district's Web site. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

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

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The HS Campus Behavior Coordinator is Michael Compton. 936-347-7030 or comptonm@garrisonisd.com

THE DISTRICT HAS DISCIPLINARY AUTHORITY OVER A STUDENT:

- During the regular school day and while the student is going to and from school on district transportation;

- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; when the student is required to register as a sex offender.

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

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at garrisonisd.com.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

REPORTING CRIMES

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

TRANSFER STUDENTS *and* REVOKING TRANSFERS

Garrison ISD has the authority to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, or national origin. The district has the right to revoke the transfer of a non-resident student for violating the district's Code. A nonresident student wishing to transfer into the District shall file an application for transfer with the Superintendent by June 1 prior to the school year for which the transfer is requested. Any other

requests shall be considered by the Superintendent on a case-by-case basis. The parent/guardian of a transfer student who has received excessive discipline referrals and/or excessive attendance issues according to the Student Handbook may be required to withdraw the student from the District". See also FDA (Legal/Local)

PARTICIPATING IN GRADUATION

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

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

STANDARDS FOR STUDENT

CONDUCT Each student is expected to:

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

GENERAL CONDUCT VIOLATIONS

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

DISREGARD FOR AUTHORITY

Students shall not:

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

MISTREATMENT OF OTHERS

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Create false bullying reports and/or accusations.
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).

- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Please Note: Other conduct includes **any** inappropriate use of social media.

PROPERTY OFFENSES

Students shall not:

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

POSSESSION OF PROHIBITED ITEMS

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person
- Any type of firearm, real or “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- Ammunition
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- A location-restricted knife;
- A club;
- A firearm
- A stun gun
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

POSSESSION OF TELECOMMUNICATIONS OR OTHER

DEVICES Students shall not:

Display, turn on, or use a telecommunications device, including a cell phone, or other electronic device on school property during the school day in grades 9-12, unless granted permission by GISD personnel.

ILLEGAL, PRESCRIPTION, AND OVER-THE-COUNTER DRUGS

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page and **Expulsion** on page for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana of any amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for "paraphernalia.")
- Possessor sell look-alike drugs or attempt to pass items off as drugs or contraband.

Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See glossary for "abuse.")

- Abuse over-the-counter drugs. (See glossary for "abuse.") Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

MISUSE OF TECHNOLOGY RESOURCES AND THE INTERNET

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying and "sexting," either on or off school property if the conduct causes a substantial disruption to the educational environment.
- Use email or Websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

★ **Please Note:** Students shall not post content of any form on social media during regular school hours.

SAFETY TRANSGRESSIONS

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher or fire alarm without valid cause.

MISCELLANEOUS OFFENSES

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Plagiarize in classroom or any school related organization.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

DISCIPLINE MANAGEMENT TECHNIQUES

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

STUDENTS WITH DISABILITIES

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF (LEGAL).

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

TECHNIQUES

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items (cell phones or any electronic device) that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior Coaching
- Anger management classes
- Mediation (victim-offender)
- Classroom Circles.
- Family group conferencing
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student’s parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the
- Placement and/or Expulsion for Certain Serious Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Assignment to Saturday School.
- Other strategies and consequences as determined by school officials.

POLICY [FO (LEGAL); FOB (EG); AND FO (LEGAL)]

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

NOTIFICATION

The principal or appropriate administrator shall notify a student's parent by phone or in writing of any violation that may result in an out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the principal's office, the CBC's office, or the central administration office or through Policy Online® at the following address: *Garrisonisd.com*.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH (LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

GENERAL GUIDELINES FOR ASSESSING DISCIPLINE PENALTIES

When imposing discipline, district personnel will adhere to the following general guidelines:

- Discipline will be administered when necessary to protect students, school employees, property and to maintain essential order and discipline.
- 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:

- Seriousness of the offense.
- Student's age.
- Student's disciplinary history.
- Student's attitude.
- Potential effect of the misconduct on the school environment.
- 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 him or herself.
- 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, and insubordination, leaving school grounds without permission, profanity, and name-calling, 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, robbery or theft, sexual harassment, use of tobacco products, vaping, 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 D.A.E.P. 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.
 - 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.
 - The principal may schedule a conference within three class days with the student's parent or guardian, the teacher, and the student.
 - After the conference, the principal may place the student in another classroom, impose in-school suspension, place the student in D.A.E.P., or return the student to the classroom with the teacher's consent. Placement shall be consistent with the student code of conduct.
 - A placement review committee may place the student in the teacher's classroom without the teacher's consent if the committee determines the best placement or the best alternative.
 - The district may prohibit the student from participating in extracurricular activities.
 - 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 D.A.E.P. or expulsion.
 - A teacher who knows the violation requires placement in the DAEP or expulsion must remove the student from class, send the student to the principal, and file a written report.
 - The principal shall schedule a conference within three class days with the student's parent or guardian, the teacher, and the student.
 - The student may not return to his/her regular classroom before the conference.
 - 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. The principal or designee may suspend a student 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 disability for no more than three days at a time; however, the accumulation of days may not exceed 10 days without having an ARD meeting. Additionally, a student in a homeless status cannot be placed in out-of-school suspension. (SB 692) Any senior

student suspended from school on the final day of instruction will not be allowed to participate in graduation ceremonies at the discretion of the campus administrator.

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)}

Nine 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:

- Is provided in a setting other than a student's regular classroom.
- Is located on or off of a regular school campus.
- 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.
- Focuses on English language arts, mathematics, science, history, and self-discipline.
- Provides for student's educational and behavioral needs.
- 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 of school property, 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:

LEVEL 1 OFFENSES – SERVE NO LESS THAN 15 DAYS IN DAEP AT PRINCIPAL’S DISGRESSION

- 1st Offense - Sells, gives, or delivers to another person or possesses or uses e-cigarette.

LEVEL 2 OFFENSES – SERVE NO LESS THAN 30 DAYS IN DAEP AT PRINCIPAL’S DISGRESSION

- Repeat offense - Sells, gives, or delivers to another person or possesses or uses e-cigarette.

LEVEL 3 OFFENSES – SERVE NO LESS THAN 45 DAYS IN DAEP AT PRINCIPAL’S DISGRESSION

- Engages in any and all conduct punishable as a felony under Title 5 of the Penal Code
- Engages in conduct containing the elements of the offense of assault under 22.01(a)(1) of the Penal Code

- 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
- Makes a terroristic threat involving a public school, regardless of when the threat is made or the place from which the threat is made
- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance or a dangerous drug
- 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
- Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals
- Engages in conduct containing the elements of the offense of public lewdness or indecent exposure
- Retaliates against a school employee, unless the act of retaliation is itself an expellable offense
- Persistent violations of the Student Code of Conduct
- Harasses a district employee

Mandatory Removal for Off-Campus Offenses

- Students must be placed in a DAEP for conduct defined as a felony offense in Title 5 of the Penal Code if:
 - The student receives deferred prosecution under Section 53.03 of the Family Code for the offense
 - Court or jury finds that the student has engaged in delinquent conduct under Section 54.03 of the Family Code
 - The Superintendent or designee has a reasonable belief that the student has engaged in felony conduct addressed in Title 5
 - Harasses a district employee

Discretionary Removal for Off-Campus Offenses

Students may be placed in a DAEP if:

- 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 class room threatens the safety of other students or teachers or will be detrimental to the educational process
- Any criminal mischief
- 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 knives, 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 guns or BB guns.
8. Making bomb threats.
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.
14. Possessing or selling look-alike drugs or items attempted to be passed off as 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's 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 web sites at school to encourage illegal behavior or threatening school safety.
20. Possession of published electronic material that is designed 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:

- 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 STUDENTS TO DAEP TEC 37.009(a,b,c) & 37.006(e,h)

- 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
- 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 reasons for the removal
- 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

- 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
- 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
- For students 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.

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 re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district.

The following steps will be taken when consideration is being given to placement in the Disciplinary Alternative Education Program when a teacher has requested the removal of a student from the classroom:

- Three recommendations for removal from classroom must be on file in the principal's office
- At least two alternatives have been used by the administration to correct the behavior
- The Campus Review Committee recommends placement in a Disciplinary Alternative Education Program
- The principal and/or administrator recommends to the superintendent that the student be placed in the Disciplinary Alternative Education Program
- The superintendent or his/her designee recommends placement of students

LENGTH OF DAEP PLACEMENT

The minimum length of a **Level 3** placement will be 45 days or until the end of the semester in which the student enters. If placement occurs within 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. DAEP Placement is measured in instructional days and will be assigned in the following intervals: 15, 30, 45, or 90. **Deferred Adjudicated doesn't mean the sentence is lessened and does not allow the return to school.** The number of days will determine the release date noted on the DAEP placement. And, upon returning to school, the student will meet with the principal and discuss his/her transition plan. Any senior student placed in DAEP on the final day of instruction will not be allowed to participate in graduation ceremonies at the discretion of the campus administrator.

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 GISD 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:

- 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:
 - Use, exhibition, or possession of
 - a firearm as defined by Penal Code 46.01(3)
 - an illegal knife as defined by Penal Code 46.01(6). C
 - a club as defined by Penal Code 46.01(1)
 - a prohibited weapon as listed by Penal Code 46.05
- 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.
- Conduct containing the elements of

- aggravated assault, sexual assault, or aggravated sexual assault under Texas Penal Code 22.02, 22.011, 22.021. b. arson under Penal Code 28.02
- murder, capital murder, or criminal attempt to commit murder or capital murder under Penal Code 19.02, 19.03, 15.01.
- indecency with a child under Penal Code 21.11
- conduct related to alcohol or drug offense that is punishable as a felony.
- 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:
 - Drug, alcohol, or abusable volatile chemical offenses, regardless of the amount
 - Assault resulting in bodily injury against a school employee or volunteer
 - Deadly conduct
 - Making a false alarm or report of bombing, fire, or other emergency involving a public school
 - Making a terroristic threat involving a public school
 - Committing any offense stated in item 1 and 2 under Mandatory Expulsion
 - Committing a serious offense or engaging in persistent misconduct while assigned to the DAEP
 - "Serious offense" and "persistent misconduct" are defined on page 19 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:
 - 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
 - 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
 - Making a false report or alarm or a terroristic threat involving a public school
 - Assaulting an employee or volunteer in retaliation for or because of the person's relationship with the school and the assault results in bodily injury
 - Committing aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit capital murder, of aggravated robbery against another student
 - 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)

Pending expulsion hearing the student will be placed in one of the following: ISS, suspension, or DAEP. The board or 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 consists of:

- Written notice of charges
- Date, time, and place of hearing; names of adult witnesses
- Opportunity to testify and to present evidence and witnesses
- Opportunity to examine evidence and question witnesses
- The student is entitled to be represented by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the school district.
- If the 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 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 re-admission 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 cause 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)]

TRAINED DOGS

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item

in a classroom, locker, or a vehicle to which a trained dog alerts may be searched by school officials.

TOBACCO USE

Students are prohibited from smoking, using, possessing tobacco products at school-related or school-sanctioned activities on or off school property. POLICY FNCD (LEGAL) AND GNCD (LOCAL)

First offense

- Confiscation of tobacco product and/or corporal punishment/alternative
- Confiscation of tobacco product
- Parent contact
- School Resource Officer will issue citation

Third offense

- Confiscation of tobacco product
- Parent contact
- School Resource Officer will issue citation
- Placement in In-School Suspension

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 High School. Self-defense will be considered when appropriate. The following are the consequences for provoking or participating in a fight or assault:

First offense

- Three 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
- 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

- Three days suspension and no less than 20 school days of in-school suspension, or assignment to DAEP, or possible expulsion and,
- Referral to local law enforcement agency, and
- 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:
 - Intentionally, knowingly, or recklessly causing bodily injury to another person
 - Intentionally or knowingly threatening another with imminent bodily injury or sexual assault or sexual harassment
 - 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

BULLYING

Bullying occurs when a student or group of students directs written or verbal expression 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.

Bullying could include hazing, threats, taunting, teasing, assault, and demands for money, confinement, destruction of property, and theft of valued possessions, name calling, rumor spreading and ostracism. In some cases, bullying can occur through electronic methods, called "cyber bullying"

If a student believes that he or she has experienced bullying, or has witnessed this act, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if the investigation indicates that bullying has occurred. If conduct does arise from bullying, the district will contact the parents of the victim and of the student who was found to have engaged in the bullying.

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, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization if the act:

- is any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- involves sleep deprivation, exposure to the elements, or confinement in a small place, calisthenics, or other activity that adversely affects the mental or physical health or the safety of the student;
- involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance. Other than as described... [by the last bullet], 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;
- any activity that induces, causes or requires the student to perform a task that involves a violation of the Penal Code;
- or involves coercion, as defined by Section 1.07, Penal Code, the student to consume a drug or alcoholic beverage or liquor in an amount that would lead a reasonable person to believe that the student is intoxicated, as defined by Section 49.01, Penal Code". (SB 38) [Education Code 4.5I et. seq., as added by S.B. 24][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's Student Code of Conduct. Any

student failing to abide by this 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:

- Must be at the bus stop before the bus arrives
- Must stay off the road and conduct themselves properly while waiting for the bus
- Must wait until the bus has come to a complete stop before moving toward the bus
- 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:

- Ride their assigned bus unless there is special permission through the principal's office
- Cooperate with the bus driver
- Be courteous to other students
- Stay seated at all times. (Bus drivers have the right to assign seats)
- Not throw objects out of the windows
- Keep hands, feet, and head inside the bus
- Not use profane language or and tobacco products
- Not fight, push or shove
- Unload only at a designated stop unless there is written parent permission, approved by the campus principal
- Abide by all rules in the Code of Conduct and Student Handbook
- Refrain from talking loud and distracting the bus driver

Referrals regarding bus conduct

- Any student's behavior which cannot be controlled by the driver will be reported to the building principal by filing Transportation Referral Notice
- The student will be informed that a report has been filed
- The campus principal will review the action of the referral(s) and discipline the student in accordance with the Code of Conduct and the Bus Discipline Policy, including, but not limited to, suspension of riding privileges. The student and the parent/guardian will be informed immediately
- A copy of the referral will be provided to the parents
- The Superintendent will be informed

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, 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, put-downs, 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 it negatively affects the student.

Nondiscrimination:

- 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, disability, a 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 to admission and employment. Inquires about the application of 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, stalking, or gender-based harassment: [name, title, physical address, phone number, and email.]
- 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, 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: [Reid Spivey, Superintendent, 459 N. US Hwy. 59
- For all other concerns regarding discrimination, see the superintendent: [Reid Spivey, Superintendent, 459 N. US Hwy. 59 Garrison, TX. 75946, 936-347-7000].

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

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 accommodation; threatening or intimidating 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:

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 be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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 whom 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, 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 the 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 even 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 with policy FNG (LOCAL).

The Title IX coordinator for the district is the Superintendent, who may be contacted at 459 U.S. Hwy 59, Garrison, Texas 759 46 or 936-347-7000. Write and record the date and circumstances of the interview.

POLICY DAA (LEGAL), DGBA (LEGAL), DAA, DH, DHC(LEGAL)

POSSESSION OF ELECTRONIC DEVICE/CELL PHONE

POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES INCLUDING, BUT NOT LIMITED TO CELL PHONES, SMART WATCHES, AND EAR PIECES

For safety purposes, the district permits students to possess personal cell phones, smart watches, and ear pieces; however, upon entering a campus building and throughout the instructional day, students may **ONLY** use their cell phone while:

- **Seated** in the gymnasium before school
- **Seated** in the cafeteria or outside area during the students assigned lunch period
- **In a classroom** when the use of a cell phone has been approved by the instructor of that class for instructional purposes

****EXCEPTION:** When given permission by school personnel to use their cell phone in special circumstances, like calling a parent.

During the instructional day, cell phones must **not be visible** and **may not be turned on** while moving throughout or between campus buildings, in class when not being used for an approved instructional purpose, or while in any other common areas such as locker rooms, restrooms, or offices. The instructional day begins when a student enters the building for the first time and ends

at 3:25 p.m. Students who have an early release prior to 3:25 p.m. must adhere to this cell phone policy while they are still in a campus building during the instructional day.

According to state and local testing regulations, any use of a cell phone during state assessments is a testing violation and could void the results of the exam in addition to the standard discipline for cell phone violations.

The principal has the ability to give or take away privileges for students using these devices based on behavior or inability to follow rules. Students must remain seated and keep cell phones flat on tables/desks when in use at all times. Students who violate this policy will have their device taken to the Principal's office **and**:

First Offence:

- The device will be held for two full calendar days or pay a fee of \$15.00 for the return of the phone.
 - If the fee is paid, the phone will be given back at the end of the school day that the fee was paid.

Second Offence:

- The device taken up for 10 full calendar days or pay a fee of \$15.00 for the return of the phone.
- The device will be returned to the parent when the parent comes to pick up the device and have a parent conference.

Further Offences:

- Any further offenses will result in the parent notification and suspension and/or DAEP placement. [FNCE (LOCAL)] The district will not be responsible for any damaged, lost, or stolen electronic device. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

REFUSAL TO TURN IN CELL PHONE

First Offence:

- The teacher will send the student and device to the principal's office.
- The student will be assigned 1 day of ISS for insubordination and
 - will be given the opportunity to turn the phone in to the teacher.
- If the student refuses, parents will be notified and the student suspended until the phone is surrendered.
 - Two days of ISS for insubordination.

Second Offence:

- Three 3 days of ISS for the insubordination.
 - If the student refuses, parents will be notified and the student suspended until the phone is surrendered.

Third Offence:

- Suspension and DAEP.

A student cannot have an electronic device/cell phone visible or in use during the state assessment. The use of telecommunications devices in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited. Electronic device is defined as a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

Students actions in using any device that permits recordings of 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) are prohibited.

OTHER ELECTRONIC DEVICES

Students are not permitted to possess such items as Earbuds, e-readers, MP3 players, video or audio recorders, DVD players, cameras, games, or other electronic devices at school, unless prior permission has been obtained. 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. All electronic equipment is subject to search in the event school administrators believe reasonable suspicion exists to support the search.

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

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.]

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.

Internet Safety Policy:

It is the policy of Garrison ISD to:

- prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access and other unlawful online activity;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors;
- and comply with the Children's Internet Protection Act. [Pub. L. No. 106-554 and 47 USC 254(h)].

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 composed 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:

- 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
- 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 a 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 campuses 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:

- Emissions by any means of noise of an intensity that prevents or hinders classroom instruction
- Enticement or attempted enticement of students away from classes or other school activities that students are required to attend

- Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend
- 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 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 its 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 (I.S.S.) 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 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 earn his/her release by successfully completing 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:

- 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
- The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection
- 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:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- To comply with a properly issued directive to take a student into custody
- 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 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 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:

- Protect a person, including the person using physical restraint, from physical injury
- Obtain possession of a weapon or other dangerous object
- Protect property from serious damage
- 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
- 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:

- The student will be told of the reason corporal punishment is being administered
- Corporal punishment may be administered by the school principal, assistant principal, or a teacher
- The instrument to be used in administering corporal punishment shall be approved by the principal or a designee
- When corporal punishment is administered, it shall be done in the presence of one other district professional employee and shall take place in a designated place out of view of other students

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook with a written statement to the campus principal stating this decision

AFTER SCHOOL DETENTION (A.S.D.)

Assignments to After School Detention will be made by the classroom teacher or the building principal. Students can be assigned to A.S.D. for minor offenses and infractions. An assignment to A.S.D. may range from one to two afternoon sessions. Assignments for one offense constitutes one A.S.D. 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 discipline 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.

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. The student's parent or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to 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.

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 local police department or county sheriff's office when a student has been expelled. (See TEC Section 37.015)

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, Family Code, to the authorized officer of the juvenile court in the county in which the student resides. (TEC Section 37.010)

DRESS CODE

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The district prohibits any clothing that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

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. Clothing that may attempt to promote the supremacy of any race may not be worn. Clothing may not be worn that designates or symbolizes a particular race or power with extreme radical ideologies such as a glove, hood, arm band, 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.
4. Tights, leggings, or spandex may only be worn with a shirt, skirt, dress, or shorts that cover both the front and the back (no sheer panels; no skin may show through).
5. Headgear of any kind; i.e., caps, hats, sweat bands, bandannas, kerchiefs, hoodies, sunglasses, etc. may not be worn at school during regular school hours unless special circumstances and/or events are approved by the principal."
6. Clothing should be worn for the purpose for which it was designed, 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.
7. 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. Shirts with the sleeves and neck cut out will not be permitted.
8. Shorts, dresses, skirts, and/or holes may not exceed mid-thigh length (typically no shorter than 7" inseam). Pants may not have holes above mid-thigh length. Holes will be defined as: If skin or undergarment is visible, it is a hole.
 9. No blankets may be brought to school and worn around a student's body.
 10. No Spandex or Bicycle shorts as outerwear clothing may be worn.
 11. Shoes must be worn at all times by all students on school property or at extracurricular events.
 12. Bandannas and/or any other gang affiliated clothing and/or symbols may not be worn or displayed at school.
 13. 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.
 14. 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. Female students will be allowed to wear a 1" hair band but must be a solid color. Hair must be a natural color (no maroon, blue, primary red) Insignias in the hair that are profane, racially symbolic, or may cause disruptions will not be permitted. Facial hair shall be well groomed.
 15. The only jewelry allowed to be worn in pierced body parts are earrings worn by students in the ear.
 16. Shirts must extend over the waistline and not expose the midriff at any time.
 17. No visible tattoos with pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertise or depict tobacco.
 18. Students may not wear heavy chains or chains attached to billfolds. Heavy chains may not be worn as necklaces.
 20. No decorative teeth (grills) will be worn during the school day.
 21. Only natural color eye contacts will be allowed.
 22. Face mask may be worn to protect against infectious diseases. They must be a solid color, simple design, and/or have a school logo". **Please refer to the District Strategic Reopening Plan for additional information.

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.

EXTRACURRICULAR CODE OF CONDUCT (Additional requirements can be found in the Athletic Handbook i.e., physical examinations requirements, cardiac arrest and ECG information, etc. Information concerning cardiac arrest and ECG will be provided to parents and students.)

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 not a right. 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

Violation of any of the rules of the student code of conduct may result in suspension or dismissal of said activity.

- Students who violate discipline policies will be subject to exclusion from extracurricular activities subject to review from principal, sponsor, and parent/guardian.
- Students assigned to In School Suspension will be eliminated from competing in extra-curricular activities for the assigned period of In School Suspension.
- Students who are suspended from school 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.

- Any misuse of Social Media whether in school or out can result in suspension or dismissal.
- Athletes will follow the handbook dress code policy, which enforces earrings not being permitted to school sponsored activities.

B. OUT OF SCHOOL BEHAVIOR

★ ***Athlete Expectations: The Garrison ISD Athletic program has a strong tradition of excellence. It is the belief that the athletic program is designed to encourage leadership and value for young adults. It is important to the District for our athlete's to hold themselves to high standards at all times. The below expectations will ensure dedication to Garrison Athletics, as well as their teammates that depend upon them.***

- 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 school year. The principal, sponsor, parent/guardian, and law enforcement officer will determine the appropriate period of suspension.
- 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.
- If a student engages in, or associated with, the consumption of alcohol: See athletic Handbook

★ ***The alternative between engagement and association will be determined by the Athletic Director and Administration***

C.ASSIGNMENT TO DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

- 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.

D.BEHAVIOR DURING EXTRACURRICULAR ACTIVITY

- A student, participating in or attending extracurricular events shall follow all rules of the discipline management plan, extracurricular activity code of conduct, and departmental rules. Violation of the rules could result in immediate disciplinary action and/or police involvement as deemed necessary by school officials.

E. BASIC PARTICIPATION REQUIREMENTS

- Students participating in team sports; football, basketball, baseball, volleyball, and softball must be enrolled in the athletic period and participate in the offseason program the semester prior to that sport's beginning and throughout the season of their sport. All athletes are encouraged to be in the athletic period year round. Extenuating circumstances may be given reprieve from this rule if approved by the athletic director.

Once a student athlete begins a sport, the athletic department believes that he/she has made a commitment to that particular team. Each student athlete will be given a grace period, which lasts 14 days, or until the first contest, to solidify this commitment. If, within the grace period, the student athlete decides not to fulfill his or her commitment, the student athlete will be allowed to begin their next sport when that sport begins. However, if the student athlete participates beyond the grace period and then decides not to fulfill his or her commitment, the student athlete will not be allowed to begin their next sport until the varsity competition in that sport the student athlete left is completed, including all playoff contests. Once the decision to quit is made, the student athlete must inform the head coach in a face to face meeting. The student athlete will meet with their team to inform the team of their decision. Once the varsity competition of the sport that the athlete quit is over, the athlete must serve their suspension which is equal to the total number of days they were in the sport before they quit. If that athlete's next sport is not consecutive with the sport that they quit, (the seasons aren't back to back) the athlete will not be allowed to participate in competitions or scrimmages for the total number of days they were in the sport before they quit. The athlete will not travel with the team to out of town games during the suspension. At home games, the athlete will be required to sit on the bench in street clothes. Failure to do so will extend the suspension one contest. Athletes who play multiple sports that occur simultaneously and quit one of those sports after the grace period will face suspension from the other sport for a period equal to the time frame established. One sport athletes who quit their sport may be removed from the athletic period. Athletes that quit more than one sport may be removed from the athletic program. Student athletes will be allowed to quit a sport if activities create a safety hazard to the student's health. Student athletes will also be allowed to leave a sport through the recommendation of the head coach and permission from the Athletic Director. **It is the philosophy of this program to teach student athletes to finish what they start.**

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 the 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.

LETTER JACKET POLICY

Garrison ISD will pay a fee of \$70.00 towards the purchase of a letter jacket. The student/parent is responsible for any additional screenings or patches the participant earns. Students will have the opportunity to order letter jackets once a year in the month of April. Students have the ability to earn a letter as a Freshman but will not be able to order a Letter Jacket until the end of their Sophomore year. The letter Jackets will be handed out at the last home pep rally of their Junior year or later. The following are the requirements needed to letter in an extra-curricular activity:

- Agriculture.....Participate @ PWF with SAE project 2 Years/ Area level for LDE/CDE contests
- UIL.....Regional Performance
- BETA.....2 Years in BETA
- Cheerleading...2 complete years as a Varsity Cheerleader (complete year is the end of cheer duties)
- Band.....4 years in band/All-Area/All-State/Receiving a 1 @ Solo-Ensemble/Drum Major
- Sports.....Please refer to the athletic handbook
- Theatre Arts.....3-4 years of High School through graduation with one theatre production per year or 30 thespian points.
 - Theatre I class with 90 or above = 5 points
 - Theatre II class with 90 or above = 5 points
 - Participation in OAP as cast or crew = 5 points
 - Honorable Mention All Star Cast = 5 points
 - All Star Case = 10 points
 - Advancing Play = 10 points
 - Outstanding Tech Crew = 15 points
 - State Honor Crew = 15 points
 - Best Actor/Actress = 15 points
 - Fundraiser = 5 points
 - Friends and Family Night = 5 point
- Track.....Earn a point(s) at the District Track Meet

- ★ Students violating the written policies of the school and theatre program could forfeit their right to earn a jacket at the discretion of the sponsor and campus principal.

Drug Testing Policy (in the Drug Testing Section)

Third Offense:

- Notification of parent or guardian.
- Suspension from extra-curricular activities for the remainder of the student's high school/junior high school career. Upon entering high school, a student who failed (3) tests during their junior high years will be given the opportunity to participate after passing a drug test and failure of any test will result in suspension for the remainder of their careers.

GLOSSARY See page 120

SECTION IV:

PARENTAL RIGHTS AND RESPONSIBILITIES

OBTAINING INFORMATION AND PROTECTING STUDENT RIGHTS

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

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

“OPTING OUT” OF SURVEYS AND ACTIVITIES

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

- Distributing information that will be used for military recruiting purposes. Parents must return a completed form involving distribution of information located in the forms packet.
- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
- Any non emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

REQUESTING PROFESSIONAL QUALIFICATIONS OF TEACHERS AND STAFF

You may request information regarding the professional qualifications of your child’s teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

REVIEWING INSTRUCTIONAL MATERIALS

As a parent, you have a 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 to your child. You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

ACCESSING STUDENT RECORDS

You may review your child's student records. These records include:

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

GRANTING PERMISSION TO VIDEO OR AUDIO RECORD A STUDENT

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

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

REMOVING A STUDENT FROM CLASS FOR TUTORING OR TEST PREPARATION PURPOSES Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. 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, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

SAFETY TRANSFERS/ASSIGNMENTS

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus **OR** a neighboring district if your child has been the victim of a sexual assault by another student 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 that assault. If the victim does not wish to transfer, the district could transfer the assailant in accordance with policy FDE.

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. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also 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.

Notices of Certain Student Misconduct to Noncustodial Parent

Noncustodial parents may request in writing that they be provided, for the remainder of the school year, a copy of any written notice usually provided to parents related to their child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

PROHIBITING THE USE OF CORPORAL PUNISHMENT

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

If you do not want corporal punishment administered to your child as a method of student discipline, please return the form included in the forms packet, or submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child. You may choose to revoke this request at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

SERVICES FOR TITLE I PARTICIPANTS

For more information about students participating in Title I programs, please contact the Coordinator of State and Federal Programs at 281-576-2221 ext. 1355.

SERVICES FOR GIFTED AND TALENTED STUDENTS

Gifted and talented (GT) children are those identified as having a high level of intellectual ability by professionally qualified persons through a specified screening and selection process. These are children who require a differentiated program in order to realize their full potential. Students may be nominated for the gifted and talented program by a professional staff member at Garrison ISD, their parents, or themselves. This is done by submitting the name(s) to the campus GT coordinator. Students may be nominated and screened for GT each 6 weeks, but an individual student will be screened more than once each 12 months. Prior to February 1st each year, a district-wide call for GT nominations will be conducted. Transfer students that were identified as GT in their previous district will be screened for placement in the GT program within a two week period and if testing is required it will be completed within a six week period or during the next district screening. Nominations received during the last six weeks of the year will be considered during the first six weeks of the following year. Parents and community members will be involved in decisions regarding program modifications through annual surveys and through advisory committee participation. For more information contact your child’s counselor.

REQUEST FOR THE USE OF A SERVICE ANIMAL

A parent of a student who uses a service animal because of the student’s disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

OPTIONS AND REQUIREMENTS FOR PROVIDING ASSISTANCE TO STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED OR MAY NEED SPECIAL EDUCATION SERVICES

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all

students including a process based on Response to Intervention. The implementation of Response to Intervention has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students. At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent. If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the ***Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities***.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services can be contacted at 936-347-7032

STUDENTS WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504

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

PARENTS OF STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary classwork in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

STUDENT RECORDS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.
- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release 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 principal is the custodian of all records for students who have withdrawn or graduated. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

★ The address to the principals’ office is: 459 US Hwy 59 Garrison TX 75946

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

DIRECTORY INFORMATION

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year.

DIRECTORY INFORMATION FOR SCHOOL-SPONSORED PURPOSES

The district often needs to use student information for the following school-sponsored purposes:

- school-sponsored activities
- school-sponsored publications

For these specific school-sponsored purposes, the district has designated the following as directory information:

- Name
- Photograph
- Honors and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities
- Weight and height of members of athletic teams.

If you do not object to the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district’s policy manual. A copy of this policy may be obtained in the principal’s or superintendent’s office or on the district’s Web site at www.garrisonisd.com.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be

sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

VOLUNTEERS

We appreciate the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the counseling office for more information and to complete an application.

PARENTAL INVOLVEMENT AND RESPONSIBILITIES Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contact teachers as needed.
- 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 347-7030 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.
- Becoming a school volunteer. Campus/parent organizations
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement.
- 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.

PARTIES AND SOCIAL EVENTS

The student handbook and code of conduct will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a party or social event may be asked to sign out when leaving before the end of the party; anyone leaving before the official end of the party will not be readmitted.

PEST CONTROL INFORMATION

The District periodically applies pesticides inside buildings. Information regarding the application of pesticides is available from the Superintendent's office.

PHYSICAL FITNESS ASSESSMENT

Annually, the district will conduct a physical fitness assessment of students in grades 3-12. At the end of the school year, a parent may submit a written request to Arnie Kelley to obtain the results of his or her child's physical fitness assessment conducted during the school year.

PLEDGE/MINUTE OF SILENCE

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

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others. State law does not allow a child to be excused for the participation in the minute of silence.

RELIGIOUS BELIEFS AND MORAL BELIEFS

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

POSTERS

Signs and posters that a student wishes to display must first be approved by the campus principal. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than regular dismissal hours except with the principal's permission, written parental consent and/or verbal parental consent. The principal will determine that permission has been granted before allowing the student to leave. Students must remain on campus during lunch.

SAFETY

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

- Avoiding conduct that is likely to put the student or other students at risk.
- Following the code of conduct and any additional rules for behavior and safety set by the principal or teachers.

- Remaining alert to and promptly reporting safety hazards, such as intruders on campus.
- Knowing emergency evacuation routes and signals.
- Following immediately the instructions of teachers, bus drivers, and other District employees who are seeing to the welfare of students.
- Parents can assist by keeping emergency care information up to date (name of doctor, emergency phone numbers, allergies to medications, etc.). Please contact the school nurse to update any information. Having current information will be of critical importance should an accident or injury occurs that requires medical attention.

Additionally, Garrison school district employees a full time School Resource Officer (SRO). The SRO duties include:

- Truancy Prevention
- Crisis Management
- Safety & Security

Additional information including, but not limited to, shelter locations, sex trafficking, sexual abuse, child abuse, prevention techniques, prevention techniques for children with cognitive disabilities, and terroristic threats, can be found in the district Crisis Management Plan. Parents will be notified when there is a campus terroristic threat or bomb threat as soon as possible after the threat.

SPECIAL PROGRAMS

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

Options and Requirements for Providing Assistance to Students who have learning difficulties or who need or may need Special Education: If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention. The implementation of Response to Intervention has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Jana Burrows at 347-7091.

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

STEROIDS

Parents and students should be aware that state law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Under state law, bodybuilding, 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. Students participating in UIL athletic competition may be subject to random steroid testing.

STUDENT RECORDS

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

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

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

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member, or facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for students with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
- Compiling statistical data; or

- Investigating or evaluating programs.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or 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 teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students after they are no longer students in the District, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the students are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records.

Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge, if any; or (4) when the District is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-priced meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within 10 school days after the issuance of this handbook. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

Special Education records

- Parents of a student with disabilities who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the

information and the time established by law for retention has not expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records, but the records will be maintained until the time has expired.

PARENT NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- 1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.**
 - a. Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate.**
 - a. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified to the right to a hearing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**
 - a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Garrison ISD to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue,
SW Washington, DC 20202-4605

TELEPHONE

The office phones are for school use and are only to be used by the students with the permission of the principal's office for emergencies. Any incoming calls to students, during the day, will be handled through the office by way of messages. No student will be removed from class to accept a personal phone call except in the event of an emergency.

TEXTBOOKS

State-approved textbooks are provided free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report that fact to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent or guardian. However, a student will be provided textbooks for use at school during the school day.

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

- Causes serious bodily injury to another;
- Uses or exhibits a deadly weapon; or
- Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - 65 years of age or older, or b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

- A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - Any vegetation, fence, or structure on open-space land; or
 - Any building, habitation, or vehicle:
 - Knowing that it is within the limits of an incorporated city or town,
 - Knowing that it is insured against damage or destruction,
 - Knowing that it is subject to a mortgage or other security interest,
 - Knowing that it is located on property belonging to another,
 - Knowing that it has located within it property belonging to another, or
 - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
- A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - Recklessly damages or destroys a building belonging to another, or recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code 22.01(a) (1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

- To 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; or
- To be sufficiently severe, persistent, or pervasive to create 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. (See below.) This state law on bullying prevention applies to

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious

bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable [firearm](#); or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

- Conduct that meets the definition established in district policies; or
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
- Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;

- Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- Making a telephone call and intentionally failing to hang up or disengage the connection;
- Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
- Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;

- a. A machine gun;
- b. A short-barrel firearm;
- Armor-piercing ammunition;
- A chemical dispensing device;
- A zip gun;
- A tire deflation device; or
- An improvised explosive device.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create

a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with the intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

