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PRINCIPAL: STEPHANIE PULIDO

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM
STUDENT HANDBOOK

Compass DAEP Staff Contact Information

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Statement of Purpose

DAEP (Compass) is a disciplinary alternative campus designed to serve students in grades 3 – 12 who, due to severe or repeated violations of the Brownsboro Independent School District Code of Conduct, policies, or reasons defined in Chapter 37 of the Texas Education Code, have been removed from their home campuses for a designated period of time. Students are placed from their home campus and assigned to the Compass DAEP in order to maintain their academic progress and address individual behavior concerns. Compass DAEP is a combined effort, from student and faculty to families and community. Students receive instruction according to their courses listed on their current schedule, including social skills instruction and behavior support.

Enrollment in the Compass Disciplinary Alternative Education Program (DAEP)

- Students are assigned to DAEP as outlined in the BISD Code of Conduct by their home campus administrators.
- Once assigned, parents are instructed to attend a DAEP orientation meeting. This meeting takes approximately 30-45 minutes.
- These meetings are scheduled with the parent(s)/guardian(s).

Types of placements to Compass DAEP

- **Discretionary placement:** Student placement is at the discretion of the campus behavior coordinator or administrator.
- **Mandatory placement:** Student placement is required by state law.

Specific restrictions for Compass DAEP students

Students assigned to Compass DAEP are:

- **Constantly supervised.** Unless otherwise specified, students will complete learning in an individually assigned area that is free from distractions. Students are expected to be seated and working for the majority of the school day. Breaks are strictly monitored and are allowed at designated times (see section marked “Breaks”).
- **Prohibited from participating in or attending any school-sponsored activity or school related activity on or off school property.** Students are not allowed to be on any regular campus; this includes the parking lot of these campuses. If a student breaks this policy, trespassing charges will be filed against the student. (see section marked “Trespass Laws and Official Warning”).
- **Searched daily** (see section marked “Arrival”).
- **Subject to transportation restrictions.** Students may not drive themselves to campus, nor are they allowed to ride BISD transportation unless specified by individualized education plans (see section marked “Transportation”).
- **Prohibited from bringing personal items on campus.** Personal electronics or devices are not permitted at Compass DAEP (see section marked “Safety and Security”). Students are not allowed to bring cell phones or other electronic devices, outside food, or any other item. Parents may not drop off food for students during their assignment at DAEP.
- **Required to adhere to a more restrictive dress code** (see next section marked “Dress Code”).

DRESS CODE

All students at Compass (DAEP) are held responsible for following the DAEP dress code. Administration has final say on the dress code.

TOPS:

- Plain white or gray crew neck T-shirt or polo style shirt (short or long sleeved) are permitted.
- All shirts are to be tucked in at the true waist (Belt must be visible).
- A solid gray, white, black, or navy crew-neck sweatshirt may be worn over the shirt. ***Sweatshirts cannot have a hood, zipper, pockets, or any writing/emblems/designs.*** We highly recommend a sweatshirt as the campus can get cool at all times of the year.

BOTTOMS:

- Students must wear khaki, navy, or black slacks.
- **JEANS/CARGO PANTS w/multiple pockets ARE NOT ALLOWED.**
- Yoga pants, jeggings, leggings, or tight pants are not permitted.
- Slacks will be plain, with no decorative writing or symbols.
- All slacks must be ankle length and will be worn at the true waist with a belt.
- Pants must not sag.
- Belts may be black or brown. No oversized or solid buckles are permitted. Belts must be visible.
- No shorts, such as athletic type shorts or shorts, which have pockets, will be worn underneath.

FOOTWEAR:

- Shoes must be worn and be closed-toe. No boots, sandals, or flip-flops allowed.
- Tennis shoes should be plain and solid in color; laces must be black, grey, or white in color and must remain tied. Principal will have the final approval on tennis shoes.
- Loafer or Polo style shoes should be black or brown
- Socks should be only black or white in color.

ACCESSORIES/OTHER:

- Jewelry of any kind is NOT to be worn at DAEP.
- Nail polish is not permitted.
- Makeup is not permitted.
- Piercings or spacers are not permitted.
- No designs, symbols, or words cut into hair or marked on the body are allowed.
- Hats, caps, headbands, or any other form of head covering are not permitted.
- Only natural hair color is permitted; no colored hair (red, blue, green etc.) is allowed.
- No hair clips are permitted; elastic hair bands may be worn.
- No hooded jackets or outerwear shall be worn.
- Visible tattoos are not permitted.
- All male students must be clean-shaven each day; no facial hair is allowed.

The remainder of the topics in this handbook are arranged in alphabetical order.

Academic information

The academic program provided at Compass DAEP will include core subject classes (mathematics, English/Language Arts, reading, science, and social studies). If available, equivalent elective classes will be provided. ****Placement in the Compass DAEP may result in students being removed from specific elective classes as well as classes ranked as Pre-AP/Honors and Dual Credit.**

Students who are assigned to the Compass DAEP campus will receive instruction by direct teaching and/or online computer instruction via the district-adopted Edgenuity computer-based curriculum. Students may also receive class work, projects, and specific assignments from their home campus. Students' home campus teachers will remain the teachers of record for the purpose of grade reporting. All completed assignments will be returned to the home campus for grading.

Attendance and absences

Students are expected to arrive between 7:40 a.m. and 7:53 a.m. Students must be on campus by 7:55 a.m. or they will be considered tardy.

Parents should notify the Compass DAEP at 903-852-8021 when their child is going to be absent from school that day.

When a student is absent from school, the reason for that absence must be provided in writing within 72 hours (3 school days) to the school in order to make appropriate documentation. A handwritten note or email from the parent to the campus attendance secretary will be accepted. Phone calls will not be accepted as documentation. A phone call from the school verifying the parent note may occur in some instances. Students missing 3 or more days **MUST** provide a note/excuse from a licensed health professional. Compass DAEP will attempt to contact the guardian via telephone when students are marked absent from school. **Absences may lengthen the Compass DAEP placement.**

If a student is absent from Compass DAEP, that day does not count, even if the absence is excused. If a student leaves early from Compass DAEP, the student will delay their eligibility for consideration of any early review from Compass DAEP unless attending their own medical appointment, court appearance, or being sent home by the school nurse, etc. Written documentation must be provided. State law requires students to be in class 90% of the time in order to receive credit. Excessive absences may require assigned make-up attendance time or a student's time in DAEP extended.

Students with excessive absences will be filed upon for truancy with the Henderson County Justice of the Peace. Tardy arrivals will be documented and may be used for filing truancy. State law considers students truant for missing any day or partial school day. Both excused and unexcused absences are counted for the purpose of truancy filing. Absences which are counted as excused include religious holy days, required court appearances, activities related to U.S. citizenship, and documented health-care appointments (if the student returns to school on the same day as the appointment).

Arrival and dismissal

Students must **arrive between 7:40 and 7:53 a.m.** Students will be dropped off at the Compass DAEP campus and will be greeted by the DAEP staff. Students will be searched, individually, by the Compass DAEP staff. A search will require students to remove their shoes and socks, un-tuck their shirts, show their belts, and empty their pockets. Staff will check shoes, belts, pockets, mouth (no gum; no piercings), hair, and fingernails.

Students will not be allowed entrance unless they are compliant regarding dress code; noncompliant students will be sent home to change into dress code compliant clothing. Student may not bring in any personal items, including food and cell phones. Once searched, students will be seated in the main room until the instructional day begins. Breakfast will be served in the main room.

Class begins at 7:53 a.m. Dismissal is at 3:45. Compass DAEP personnel will send students out to their car once parent/guardian arrives - parent/guardian is not required to come inside at the end of the school day.

Assessments

Students assigned to Compass DAEP will take all required assessments (locally and state-administered) at the DAEP campus. Students in all grade levels will be administered academic screeners, curriculum-based assessments, semester exams, STAAR grades 3-8 (math, ELAR, science, social studies) or STAAR End-of-Course grades 9-12 (Algebra I, English I and English II, Biology, and US History).

Behavioral expectations

In addition to the district adopted Student Code of Conduct, the Compass DAEP campus follows a more restrictive set of behavioral expectations.

- Students may not leave their seats without permission. Unless directed by the teacher, students must remain in their seats at all times, facing forward.
- Students must walk silently throughout the DAEP campus with their hands behind their backs.
- Students may not communicate with other students unless given permission by a staff member. This includes whispering, gesturing, signing, emailing, or passing notes.
- Students may not turn around in their carrels; they must face away from the carrel opening (facing forward) at all times. Sitting sideways or propping feet/knees against the sides of the carrel are not permitted. Feet must remain on the floor at all times.

- Students must not sleep. Students must maintain an alert attitude in class by sitting upright with hands on the desk surface, feet and chair flat on the floor. Students are not allowed to lay their head on the desk, slump in their seats, or sleep. Students who attempt to sleep will be directed to stand and work. Students who make repeated attempts to sleep will be sent home, and an additional day will be added to their DAEP assignment.
- Students must communicate with respect for authority at all times. Disrespectful and disruptive behavior will not be tolerated, and it may result in additional days added to assignment and/or legal consequences.
- Students must not be a distraction to the Compass DAEP learning environment. Excessive movement, talking, or noisemaking will not be tolerated. Students must complete assignments quietly.
- Students must complete all assigned work by staying on task and focused. Assignments should be completed in a timely manner or students will fall behind in coursework. Students who are not passing will be assigned additional days of DAEP at the discretion of home campus and DAEP administrators.
- Students must use district technology resources in an appropriate manner. Any student caught searching for answers to questions on the internet (i.e. “Googling” answers) or searching for explicit subject matter will be subject to disciplinary and/or academic consequences.
- No drawing of any sort is permitted, unless specifically assigned by a teacher. Personal notes, journals, and/or drawings are not to be brought on campus.

Behavior management and support

The Compass DAEP behavior management/support system is based on a clear, strict, and fair discipline code that serves to develop student coping skills, self-control, and problem-solving abilities. The system includes positive and negative consequences for student behavior. Compass DAEP follows the BISD Code of Conduct and special provisions listed in the DAEP campus handbook. If a student violates the BISD Code of Conduct and/or DAEP handbook, the parents will be called for a parent/teacher conference as needed. The student may also be suspended, given a citation, given additional days or possibly recommended for expulsion if the violation is serious or persistent. Students are expected to learn and display appropriate behavior at all times. Compass DAEP staff members use a variety of discipline management strategies and intervention techniques.

Supportive interactions

Teachers and staff will use every opportunity to interact with students in a positive and supportive manner. If student misconduct should arise, teachers will encourage appropriate alternatives in a quiet, calm, and discrete manner. This interaction will transition to a more directive and

firm approach if students become increasingly disruptive, disrespectful, or compromise the safety and learning of others.

Student Success (point) Sheet

Student effort and behavior on campus will be evaluated using a point system referred to as a Student Success Sheet which allows the student to earn points toward certain privileges (i.e. breaks). The Student Success point sheet reports what patterns of behavior the student had each day and is used as a tool to partner with parents/guardians in resolving behavior problems.

Each student starts the day with 100 points. Points lost by each student for any infraction will be marked each day by the staff. Points will be totaled at the conclusion of the day and recorded by the principal. The Student Success Sheet is a valuable form of communication with the parent. On the first day of each week, the parent will sign for a copy of the previous weeks' point sheets.

Behavioral levels

Student behavior (determined daily by Student Success Sheets) is assigned a level. Each of these levels has assigned privileges and consequences.

- **Red level** (entry): All students assigned to Compass DAEP will begin on red level. Students on the red level will not receive any extra privileges. They will:
 - remain at red level for at least five consecutive days
 - eat breakfast and lunch in self-contained study carrel
 - earn five consecutive days of 70 points or higher on student success sheets to advance to yellow level
 - must be PASSING all classes to advance to yellow level
- **Yellow level** : Students who have earned five consecutive days of 70 points or higher on point sheets will advance to the yellow level. Yellow level students must maintain a daily point total of 80 or higher to remain at this level. Students at this level will still work in study carrel, but they will have extra privileges, such as:
 - Daily gym breaks
 - Eating lunch and breakfast in the main room (carrels)
 - Priority dismissal (after green level students are dismissed)Students who maintain 80 points or higher for ten consecutive days will advance to the green level. Students must be PASSING all classes in order to advance to the green level.
- **Green level** : Students who have maintained ten consecutive days of 80 points or higher will advance to the green level. Green level students must maintain a daily point total of 90 or higher to remain at this level. Students at this level have the option of working at an open desk. They will also have extra privileges, such as:
 - Daily gym breaks
 - Eating lunch at an open table
 - Priority dismissal (first to be dismissed)
 - Opportunity to wear untucked jeans and school/blue & gold shirt on Fridays
 - Other privileges as granted by the principal

Behavioral/counseling support

Students assigned to Compass DAEP are eligible to participate in social skills education, individual counseling, and behavior management support to promote productive problem-solving skills and self-regulation.

Breaks

Students have scheduled opportunities for mental and physical breaks. Students will be given one morning and one afternoon break - if earned according to behavior sheets. For students to receive breaks, the previous school day behavior sheet point total must be 70 or above. Restroom breaks are scheduled within the instructional day.

Bullying

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

Bullying that occurs off campus, including cyber bullying, is best addressed by parents. However, in statutorily limited circumstances when the principal or designee determines that the conduct causes a substantial disruption to the school's educational program, school disciplinary consequences may be applied. If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. All staff are trained to respond to students' needs quickly and anonymously. The administration will investigate any allegations of bullying or other related misconduct. If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Students are under constant supervision at the Compass DAEP.

Please report any form of bullying to the Compass DAEP principal @ (903) 852-8021 or report it online via our district website at gobearsgo.net.

Please refer to the Brownsboro ISD Student Code of Conduct for additional information.

Extracurricular activities

Students who are assigned to the Compass DAEP campus for disciplinary reasons **ARE NOT ALLOWED** to attend any school-related/sponsored events on any campus. Students who violate this rule could receive additional days/penalties.

Grading

Students who are assigned to the Compass DAEP campus will receive instruction by direct teaching and/or online computer instruction via the district-adopted Edgenuity computer-based curriculum. Students may also receive class work, projects, and specific assignments from their home campus.

Students' home campus teachers will remain the teachers of record for the purpose of grade reporting. Activities completed and graded in Edgenuity will be reported to students' home campus teachers, and that teacher of record will enter grades in their gradebook. Students receive grade reports on a three week (progress report) and nine-week (report card) basis. **Students must be passing all classes in order to successfully complete their DAEP placement.** The purpose of the grading system (including progress reports and report cards) is to provide accurate and timely information regarding students' mastery of course standards so that students may continuously improve their academic performance and their understanding of course content. All grades will reflect relative mastery of an assignment per Brownsboro ISD grading procedures and per TEC 28.0216. The goal is to accurately report grades representing what a student knows, understands, and can do. Parents are encouraged to access their student's grades and attendance 24/7 via the Family/Student Access available at gobearsgo.net.

Instructional staff

The Compass DAEP staff consists of three teachers, an administrative secretary, and an administrator. Teachers and staff are trained in conflict resolution, classroom management, and have extensive experience with students from diverse backgrounds. The generalized duties of each member are as follows:

- **Teachers:** The role of the Compass DAEP teacher is to be an involved leader at DAEP. The teacher sets the example for the program. All Compass DAEP teachers ensure that learning opportunities are provided in a safe and orderly manner and that students are on task and meeting the required expectations. Compass DAEP teachers:
 - Enforce the program rules and regulations in order to maintain a safe and effective learning and working environment.
 - Supervise student entrance and dismissal
 - Supervise all large group activities
 - Supervise student movement
 - Provide direct instruction and instructional support to students
 - Modify assignments to student's strengths if needed
 - Contact parents/guardians as needed
 - Serve as a mentor to students

Instruction, assignments, and testing

Students assigned to Compass DAEP will receive assignments and instruction in English/language arts, mathematics, science, social studies, and other electives with a combination of computer-based programs and work provided by their home-campus classroom teachers. Certified teachers will provide instruction, intervention and supplement learning as needed. Special education teachers will accommodate or modify work as specified in a student's IEP. Grades will be determined by the teacher of record at the student's home campus. Progress reports and report cards will be issued on the same schedule as the home campus. Standardized exams may be administered at the student's home campus or at DAEP, and will be determined on a case-by-case basis.

Materials

Students will be issued the necessary textbooks, materials, and learning supplements to use at school. Textbooks will not be sent home.

Students are responsible for all Brownsboro ISD property and materials used at school. Abuse, misuse, damage or loss will be charged to the student at the replacement value of the item. Students should provide their own headphones (or earbuds) upon their first day at the DAEP campus.

Meals

Breakfast and lunch are no longer provided free of charge for all BISD students. Parents must send or arrange for payment for lunches through the BISD food service.

Breakfast and lunch will be delivered and served to students in the main room of the Compass DAEP. Students will not be allowed to save, give away, or trade food. No outside breakfast or lunch food will be allowed to be brought to DAEP (unless student has a note from a licensed medical professional).

Medication

Prescription medication must be in the original container with an appropriate, current prescription label, delivered to school by a parent, and turned over to the school principal to administer as per physician's orders. A medical permission form must be completed and signed by the parent. Students may not transport medication to and from school. No over-the-counter drugs are allowed at school.

Return to the Home Campus

All student behavior will be reviewed according to the timeline set at the DAEP hearing to determine if a student is eligible for an early release back to their campus. The principal at Compass DAEP makes the final determination if an early review is appropriate. Student grades and conduct play a key role in the early review process. Students will have a transition plan when returning to their home campus. The purpose of this plan is to coordinate additional support for students as they re-enter a regular learning environment, considering behavioral management/counseling supports and academic assistance. The goal is for students to return to, remain at, and succeed in, their regularly assigned classrooms.

Absences, poor behavior, and/or suspensions from DAEP may lengthen the Compass DAEP placement.

Safety and Security

Student safety on campus is of the highest priority. Compass DAEP has implemented the following processes and procedures to ensure the safety of the staff and students:

- **Closed campus:** Visitors arriving at Compass DAEP must be admitted by authorized school personnel and will need to ring the bell for entrance or assistance.
- **Close monitoring:** Camera surveillance is consistent at Compass DAEP. Student movement is limited and scheduled.
- **Search:** Students will be searched as they enter the Compass DAEP building each day and may be searched at any time while in DAEP. A metal detector may be used to complete the search. A search will require students to remove their shoes and socks, un-tuck their shirts, show their belts, and empty their pockets. Staff will check shoes, belts, pockets, mouth (no gum; no piercings), hair, and hands. Female staff will check female students; male staff will check male students. Nothing is to be brought to school that has not been specifically allowed/approved by the principal. Compass DAEP students may not bring any personal items to school other than their headphones or earbuds. These are required on the first day of school and will not go back and forth between school and home. Items such as cosmetics, electronics, backpacks, purses, wallets, brushes, combs, recorders, cell phones, computers or other valuables are strictly prohibited.
- **Police Intervention:** Students who engage in serious behavior such as threats, assaults, fights, or serious disruptions may be reported to the BISD police chief. In cases where a student's misbehavior is a direct violation of law, police officers will be summoned. More serious consequences could result, including citations being issued or expulsion.

- **Cooperation with other agencies:** Compass DAEP cooperates with other law enforcement, counseling, and student support agencies. Probation Officers may be contacted to report good and bad behavior. Licensed counselors visit the campus to consult with students.
- **Preparedness Drills:** Students, teachers, and other district employees will regularly participate in preparedness drills of emergency procedures, including evacuation, severe weather, lockdowns, and other emergencies.
- **Physical restraint:** This intervention is used as a last resort by staff trained in Non-Violent Crisis Prevention Intervention (NVCPI) techniques. Restraint will only be used if an employee reasonably believes that restraint 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 objects, or
 - protect property from serious damage

Technology use

Students may not bring personal electronic devices to school. Students will use computer-based programs for most of their classes and are only allowed to access these programs on the school computers. The students must follow the District’s Acceptable Use Policy for computer usage. If a student visits an unauthorized website, he/she will receive a discipline referral and be removed from the computer if the problem persists. All computers in the district are monitored through Impero. Misuse of the computer (physical misuse or unauthorized websites) will absolutely result in major point deductions on the Student Success Sheet. All students are issued a device at the beginning of the school year (or upon enrollment in BISD). Students will adhere to the **BISD Student Device Policy, Procedures, and Information**. Students are expected to use the assigned device at home for all course work should there be a period of time a district shut down occurs. In this case, students will be expected to complete a minimum of 240 minutes per day of active work AND show progress in all courses assigned. See the “Attendance” section or further clarification.

Transportation

Brownsboro ISD DOES NOT provide transportation to and from Compass DAEP. The parent/legal guardian must bring all students to school. Parents must accompany students into the building and sign the student in via the daily sign in sheet. Students are not allowed to drive their own cars to school while in DAEP. Parents must drop off and pick up students at the times listed below. At dismissal, Compass DAEP personnel will send students out to their car once parent/guardian arrives - parent/guardian is not required to come inside at the end of the school day.

Morning drop off: 7:40-7:53 am **Afternoon pick up: 3:45**

Trespass laws and official warning

Students that are on or within 300 feet of any Brownsboro ISD property or attend any school-related function other than Compass DAEP without written permission from both campus principals is a violation of the Criminal Trespass Laws of the State of Texas and thus subject to disciplinary action under Chapter 37 of the Texas Education Code and legal action under section 30.05 of the Texas Penal Code.

APPENDIX A

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 the 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 made verbally 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: Sandra Duke, Director of Special Education

Phone Number: (903) 852-8100

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: Rita Gray, Director of Federal Programs

Phone Number: (903) 852-3701

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](#)

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Sandra Duke, Director of Special Education

Número de teléfono: (903) 852-810

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: Rita Gray, Director of Federal Programs

Número de teléfono: (903) 852-3701

APPENDIX B



14151 BEAR CIRCLE ♦ BROWNSBORO, TEXAS 75756

PHONE: (903) 852-8021 FAX (903) 852-6389

PRINCIPAL: STEPHANIE PULIDO

Compass DAEP Orientation acknowledgement

Parent printed name: _____

I have completed the Compass DAEP Parent Orientation session and understand the expectation for my child while he/she is assigned to Compass DAEP. I will work with the teachers and staff to make sure my child successfully completes the program. Failure to do so may result in my child having additional days added to his/her assignment.

Parent Signature: _____ Date: _____

Student printed name: _____

I have completed the Compass DAEP Student Orientation session and I understand the expectation of the program. I will cooperate with the staff at all times and comply with the guidelines. I understand that failure to do so could result in additional days added to my assignment.

Student Signature: _____ Date: _____