



# GIFTED AND TALENTED PROGRAM GUIDE

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# Gifted and Talented Program Information

Vision, Mission, and Belief Statements

Profile of a Graduate

GT Program Contacts

GT Vision and Mission Statements

TEA GT Guidance

# **Barbers Hill Independent School District**

9600 Eagle Drive  
Mont Belvieu, TX 77580  
Phone (281) 576-2221

## **Barbers Hill ISD Vision Statement**

The vision of the Barbers Hill ISD is academic excellence characterized by goal-driven, college/career ready graduates who are responsible, accountable, contributing members of society.

## **Barbers Hill ISD Mission Statement**

The mission of Barbers Hill Independent School District is to:

- Provide the highest level of quality instruction and learning opportunities that produce motivated and successful learners;
- Promote excellence, teamwork, and a commitment to continuous improvement;
- Reinforce the tradition of excellence to enhance unity, strengthen relationships, and foster cooperation among stakeholders.

## **Barbers Hill ISD Belief Statements**

We believe:

- All students are capable of learning.
- A safe and secure learning environment is critical to student success.
- A personalized education maximizes the potential of each student.
- Alignment of the curriculum—written, delivered, and assessed—creates a quality academic learning environment.
- Effective researched-based instructional strategies enhance the student learning and the overall academic program.
- A competent, committed, and caring staff is essential to a quality education.
- Community trust and support are critical to the success of our district.
- The education of our youth is a shared responsibility of the school, the family, and the community.



# PORTRAIT OF A BARBERS HILL I.S.D. GRADUATE

## ❖ **Effective Communicator**

Who uses proficient communication skills—listening, speaking, reading, and writing—to interact effectively with others

## ❖ **Competent problem-solver**

Who identifies problems and is able to organize, interpret, prioritize, analyze, evaluate, and predict in order to make sound decisions

## ❖ **Self-directed learner**

Who seeks knowledge for a better understanding of the world and is responsible for his or her own learning

## ❖ **Responsible citizen**

Who is honest, self-disciplined, cooperative, and respectful of others and contributes to the community's welfare

## ❖ **Quality producer**

Who possesses a strong work ethic, has high expectations for self and others, and accomplishes individual and team goals

## **BHISD Gifted and Talented Program Contacts**

### **Natasha Holden**

Director of Program and Curriculum Integration  
District GT Coordinator

### **Jodi Cone**

Counselor/Campus GT Coordinator  
Early Childhood Center

### **Kara Johnson**

Counselor/Campus GT Coordinator  
Elementary School North

### **Carla Vaughn**

Counselor/Campus GT Coordinator  
Elementary School South

### **Kellie Rogers**

Counselor/Campus GT Coordinator  
Intermediate School North

### **Kimberly Bell**

Counselor/Campus GT Coordinator  
Intermediate School South

### **Nikki Juarez**

Counselor/Campus GT Coordinator  
Middle School North

### **Nikki Hollingsworth**

Counselor/Campus GT Coordinator  
Middle School South

### **Gena Kellam**

Counselor/Campus GT Coordinator  
High School

## **Gifted and Talented Program Vision Statement**

The vision of the Barbers Hill ISD Gifted and Talented program is to develop and empower students to become lifelong scholars, critical thinkers, innovators, leaders, and global contributors.

## **Gifted and Talented Program Mission Statement**

The mission of Barbers Hill Independent School District Gifted and Talented program is to identify, teach, support, and nurture gifted and talented students to attain their fullest potential by utilizing the most current and best educational practices.

# **Texas Education Agency Gifted and Talented Guidance**

## **Gifted and Talented Program Definition**

The Texas Education Code Section 29.121 defines a gifted and talented student as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field

## **State Goal for Services of Gifted and Talented Students**

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.



# Identification and Placement

Referrals

Screening

Assessment

Selection

Transfer Students

Furloughs

Exits

Appeals

## Referrals

A Kindergarten through 12th grade student is referred for consideration of gifted and talented services by the completion of the electronic referral form on the district website. The referral process takes place each year during a specified window of time that will be communicated in multiple ways (newsletters, Skyward messaging, website posting, etc.) The online referral form may be completed by a parent/guardian, teacher, community member, or the student themselves. Paper referrals are not accepted. In addition, incomplete, inaccurate, or late referrals will not be considered.

## Screening

Once the referral form has been completed on a student, the parent/guardian is notified of the referral and a permission for testing form is sent home. Permission for testing must be received before further testing is done. If no permission is received or if the parent denies testing, the referral process will cease and no determination will need to be made.

- ★ During 2nd grade, all students are given an ability test as the universal screener. Parents may choose to opt out of this additional testing.

If a student's screener scores do not qualify them for further assessment, the parent/guardian is notified and the assessment process will cease and no determination will need to be made.

## Assessment

Students will be assessed using an online, nationally-normed, standardized ability test. The test measures verbal ability, quantitative ability, and nonverbal ability. This assessment measures what a student can learn (ability) instead of what a student has learned (achievement). The test may be administered in multiple sessions. Students may not test more than once in a school year.

In addition to formalized testing, the parent/guardian of the student as well as the student's teachers will complete an observation inventory of behaviors and characteristics that are typical of gifted children.

## Selection

In compliance with 19 TAC §89.1(4), the final determination of a student's need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data.

## **Transfer Students**

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate. Each Texas public school district establishes their own qualification criteria for placement in the Gifted and Talented program. The GT selection committee will review the data when it is received and make a determination of qualification.

## **Furloughs**

A furlough allows a student to take a "leave of absence" from the gifted and talented program for specified reasons, and for a designated period without being exited from the program. The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

## **Exits**

If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision. A parent may choose to withdraw a student from gifted services at any time with the understanding that retesting would be required for possible reentry.

## **Appeals**

A parent, student, or educator may appeal any decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee and shall be made in writing to the campus GT Coordinator within 15 days of notification of the decision.

Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two and submitted in writing to the district GT Coordinator within 10 days of the date of the appeal decision notification.

Elementary GT Program Services

Secondary GT Program Services

## **Service Design**

In accordance with 19 TAC 89.3, a district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year.
4. Opportunities to accelerate in areas of strength.

### **Elementary GT Program Services**

The focus of services for the gifted students at elementary level (K – 5) is to develop creative and productive thinking and produce innovative products. Students are provided a differentiated curriculum in the four content areas that develops higher level thinking skills and processes. Acceleration is provided when appropriate. These services are provided at each individual campus within the regular classroom setting by teachers who have received the 30 hours of required training in gifted and talented instruction and are current with their six hour update.

### **Secondary GT Program Services**

The focus of services for the gifted students at the secondary level is that of college preparation. Students are encouraged to begin the Honors program in sixth grade and continue throughout the secondary years. Honors and Advanced Placement classes provide rigorous academic classes in the four core areas (English, mathematics, social studies, and science) as well as some electives and fine arts. These services are provided at each individual campus within the regular classroom setting by teachers who have received the 30 hours of required training in gifted and talented instruction and are current with their six hour update.

# Curriculum and Instruction

Differentiation

Product/Performance Development

Advanced Level Courses

Acceleration

## **Curriculum and Instruction**

Barbers Hill ISD meets the needs of students participating in gifted and talented programs by modifying the depth, complexity, and pacing of the curriculum and instruction. The curriculum framework is based on advanced skills, research, and independent study opportunities. Students in G/T classes are given more opportunities to explore their passions during the school day.

### Differentiation

Barbers Hill ISD provides a variety of appropriately challenging learning experiences for gifted and talented students in grades K-12 with emphasis on content from the four core academic areas. Opportunities are provided for students to pursue areas of interest for selected disciplines through guided and independent research.

### Product/Performance Development

Students at all grade levels are involved in experiences that result in the development of advanced-level products or performances. All GT students will have the opportunity to be involved in project-based learning. Opportunities for additional products may be present in a number of ways throughout the year.

### Texas Performance Standards Project (TPSP)

The Texas Performance Standards Project (TPSP) include frameworks for grades K–12 that are aligned to the TEKS, Research Skills, and College and Career Readiness Standards. The tasks are open-ended and can be extended, adapted, and integrated into instruction. This curriculum framework is focused on students producing advanced, sophisticated products and performances for outside audiences.

### Credit for High School Courses Taken in Middle School

Students who satisfactorily complete high school courses in middle school shall receive credit for those courses. Credits shall satisfy state graduation requirements, however, grade points shall not be awarded for high school courses taken in middle school.

### Concurrent Dual Credit

Students may receive concurrent high school and college credit when enrolled in a college course aligned with BHISD curriculum.

### Advanced level courses and Advanced Placement

Advanced level program courses are offered from grades 6-12. College Board Advanced Placement classes are offered from grades 9-12.

### Examination for Acceleration

Students enrolled in grades K-12 with no previous instruction in the course requested are provided the opportunity to gain credit for course or grade levels through successful completion of appropriate examinations. Information about examination may be obtained from the school counselor.

### Improvement Plan

Barbers Hill district and campus improvement plans include provisions to improve/modify services to gifted/talented students as needed. Curriculum is modified based on annual evaluations and current research. Resources and planning time are provided for curriculum development for services in the gifted and talented program. The Texas State Plan for Gifted and Talented programs and district guidelines for evaluation of resources are used in selecting materials that are appropriate for differentiated learning.



# 5 Professional Learning

Administrators

Counselors

Educators

Selection Committee

## **Administrators**

Administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted and talented students (TAC §89.2(4); State Plan 5.8). Any campus or district-level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions should also have the six hours of training (TAC §89.2(4); State Plan 5.8 and 5.9).

## **Counselors**

Counselors who work with gifted and talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted and talented students, service options for gifted and talented students, and social emotional learning (TAC §89.2(4); State Plan 5.8 and 5.9).

## **Educators**

All teachers receive an annual orientation to the district's gifted and talented identification processes and services for gifted and talented students.

### Initial 30 Hour Training

A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted and talented students, identification and assessment of gifted and talented students, and curriculum and instruction for gifted and talented students is required for teachers who provide gifted/talented instruction and services. Teachers are required to have completed thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).

Teachers without required training who are assigned to provide gifted and talented instruction and services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).

### Annual 6 Hour Update

Teachers who provide gifted and talented instruction and services must receive a minimum of six (6) hours annually of professional development in gifted and talented education that is related to teacher gifted and talented education standards (19 TAC §89.2(3) and TAC §233.1).

## **Selection Committee**

The selection committee is formed of members who have completed training as required by 19 TAC §89.2.

# 6 Family and Community Involvement

GT Awareness Session

GT Parent Committee

## **GT Awareness Session**

A GT Awareness Session will be held annually to disseminate written policies on student identification to parents prior to the referral window. This session will also communicate the array of learning opportunities available for gifted and talented students in Kindergarten to grade 12 (State Plan 6.1, 6.3 and 6.5).

## **GT Parent Committee**

A GT Parent Committee will be established for orientation and periodic updates to be provided for parents of students identified for and provided G/T services (State Plan 6.7).

# Appendix

Board Policy

Exhibits

**Board Policy**

**Exhibits**

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LEGAL)

A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. Under this provision, a district may establish a shared services arrangement with other districts.

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

*Education Code 29.122*

**Definition**

"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

*Education Code 29.121*

**Identification**

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

*19 TAC 89.1*

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LEGAL)

**Learning  
Opportunities**

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year.
4. Opportunities to accelerate in areas of strength.

*19 TAC 89.3*

**Certification and  
Reporting**

A district shall annually certify to the commissioner of education that the district has established a program for gifted and talented students as required by Education Code Chapter 29, Subchapter D and that the program is consistent with the state plan.

If the commissioner determines that a district has failed to comply for a school year, the commissioner shall reduce the total amount of funding as described by Education Code 29.124(b). The commissioner may restore to a district all or part of the funding withheld if during the school year the district complies with the program requirements.

At the same time that a district makes the certification described above, the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

Nothing in these provisions may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

*Education Code 29.124*

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**Note:** See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

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SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

<b>Referral</b>	Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
<b>Identification Criteria</b>	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
<b>Assessments</b>	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
<b>Selection</b>	A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
<b>Notification</b>	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

<b>Reassessment</b>	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
<b>Transfer Students</b> Interdistrict	<p>When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]</p>
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
<b>Furloughs</b>	<p>The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.</p> <p>In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.</p>
<b>Exit Provisions</b>	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
<b>Appeals</b>	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Program Evaluation</b>	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

administrators, teachers, counselors, students in the gifted and talented program, and the community.

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. That the District's program is consistent with the state plan for gifted and talented students.

**Community  
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

<b>Staff Development</b>	
Educator	The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.
Principal	<p>The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]</p> <p><i>Education Code 21.451(a), (a-1)</i></p>
Training Specifics— Educators	<p>Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.</p> <p>A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]</p> <p><i>Education Code 21.451(b), (c)</i></p>
Optional Training	<p>Staff development may include training in:</p> <ol style="list-style-type: none"><li>1. Technology;</li><li>2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct; and</li><li>3. Digital learning.</li></ol> <p>Digital learning training must:</p> <ol style="list-style-type: none"><li>1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and</li><li>2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.</li></ol> <p>Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.</p> <p><i>Education Code 21.451(d)(1), (d-3), (g)</i></p>
Required Training	<p>Staff development must include training on:</p> <ol style="list-style-type: none"><li>1. Suicide prevention;</li><li>2. Recognizing signs of mental health conditions and substance abuse;</li></ol>

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

3. Strategies for establishing and maintaining positive relationships among students, including conflict resolution;
4. How grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma; and
5. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided on an annual basis, as part of a new employee orientation, to all new school district educators; and to existing school district educators on a schedule adopted by Texas Education Agency (TEA) rule. The training must use a best practice-based program recommended by TEA in coordination with the Health and Human Services Commission under Education Code 38.351 [see FFEB], and may include two or more topics listed together.

*Education Code 21.451(d)(3), (d-1)*

*Instruction of  
Students with  
Disabilities*

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

*Education Code 21.451(d)(2), (e)–(f)*

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

*Suicide  
Prevention*

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by TEA and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district employee must participate in the training at least one time; and the district shall maintain records that include the name of each district employee who participated in the training.

*Education Code 38.351(e), (g), (h); 19 TAC 153.1013*

Staff Development  
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

**Child Abuse,  
Trafficking, and  
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided as part of new employee orientation to all new employees and to existing district employees not previously trained. The training may be included in staff development under Education Code 21.451.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include the name of each staff member who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

*Education Code 38.0041(c)–(f); 19 TAC 61.1051(d)*

**Trauma-Informed  
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees. [See BQ, FFBA] *Education Code 38.036(c)*

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

<b>Student Discipline</b>	<p>Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].</p> <p>The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.</p> <p><i>Education Code 37.0181</i></p>
<b>Test Administration Procedures</b>	<p>A district shall ensure that test coordinators and administrators receive training to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner. <i>19 TAC 101.3031(c)</i></p>
<b>Cybersecurity Training</b>	<p>Employees identified by the district with access to a district computer system or database must complete a cybersecurity training program selected by the board. [See CQB] <i>Gov't Code 2054.5191(a-1)</i></p>
<b>Special Programs Training</b>	<p>A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:</p>
Texas Adolescent Literacy Academies	<ol style="list-style-type: none"><li>1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and</li><li>2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:<ol style="list-style-type: none"><li>a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or</li><li>b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.</li></ol></li></ol>



PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

*Education Code 21.4551(c), (e); 19 TAC 102.1101*

Teacher Literacy  
Achievement  
Academies

A district shall ensure that:

1. Not later than the 2021–22 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and
2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2021–22 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 before the teacher's or principal's first year of placement in that grade level or campus.

*Education Code 28.0062(a)(2)*

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented  
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*19 TAC 89.2*

Elective Bible  
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner with respect to Bible elective courses.  
*Education Code 28.011(f)*

**Automated External  
Defibrillators**

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

*Education Code 22.902*

**Extracurricular  
Activity Safety  
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program:

1. A coach or sponsor for an extracurricular athletic activity;
2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training must be conducted by the University Interscholastic League (UIL) or by another organization as determined by the UIL.

*Education Code 33.202(b), (e), (f); 19 TAC 76.1003*

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

*Education Code 33.206; 19 TAC 76.1003(e)*

**Steroids**

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

*Education Code 33.091(c-1)*

**Concussions**

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by

the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

*Education Code 38.158*

**Seizure Recognition  
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

*Education Code 38.033(a), (b)*

[See FFAF for information about a seizure management and treatment plan.]

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
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**Complaints**

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint  
Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES  
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12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

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deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling  
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating  
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the

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level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and  
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the



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decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

**Level Two**

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

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**Level Three**

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

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presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

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(EXHIBIT)

The forms on the following pages may be used by the District for parent or student complaints:

- Exhibit A: Parent Appeal – Level One — 1 page
- Exhibit B: Parent Appeal – Level Two — 1 page
- Exhibit C: Parent Appeal – Level Three — 1 page

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FNG  
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EXHIBIT A

PARENT APPEAL  
LEVEL ONE

This form must be filled out completely by a parent appealing a decision to the principal or designee in accordance with District policy FNG.

1. Parent name, mailing address, e-mail address (if available), and phone number:

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2. Student name and campus: \_\_\_\_\_

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3. To whom did you last appeal? \_\_\_\_\_

Date of initial appeal? \_\_\_\_\_

4. Describe your complaint in detail: \_\_\_\_\_

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5. What is the desired outcome of your complaint? \_\_\_\_\_

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Signature: \_\_\_\_\_ Date submitted: \_\_\_\_\_

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FNG  
(EXHIBIT)

EXHIBIT B

PARENT APPEAL  
LEVEL TWO

This form must be filled out completely by a parent appealing a Level One decision to the Superintendent or designee in accordance with District policy FNG.

1. Parent name, mailing address, e-mail address (if available), and phone number:

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2. Student name and campus: \_\_\_\_\_

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3. To whom did you last appeal? \_\_\_\_\_

Date of initial appeal? \_\_\_\_\_

4. Describe your complaint in detail: \_\_\_\_\_

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5. What is the desired outcome of your complaint? \_\_\_\_\_

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Signature: \_\_\_\_\_ Date submitted: \_\_\_\_\_

STUDENT RIGHTS AND RESPONSIBILITIES  
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FNG  
(EXHIBIT)

EXHIBIT C

PARENT APPEAL  
LEVEL THREE

This form must be filled out completely by a parent appealing a Level Two decision to the Board in accordance with District policy FNG.

1. Parent name, mailing address, e-mail address (if available), and phone number:

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2. Student name and campus: \_\_\_\_\_

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3. To whom did you last appeal? \_\_\_\_\_

Date of initial appeal? \_\_\_\_\_

4. Describe your complaint in detail: \_\_\_\_\_

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5. What is the desired outcome of your complaint? \_\_\_\_\_

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Signature: \_\_\_\_\_ Date submitted: \_\_\_\_\_