LEADING IN RHYTHM

with equity and excellence

Student Handbook

23/24



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Dallas ISD 2023-2024 Student Handbook

Parents and Students:

Welcome to the new school year!

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

The Dallas ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Student Code of Conduct. To review the Code of Conduct, visit the District’s website at Student Requirements / Student Code of Conduct (dallasisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your child’s school.

Note: References to board policy codes are included for ease of reference. Dallas ISD’s board policy manual is available at Index - Policy On Line - Dallas ISD (tasb.org).

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school ~~D~~d<u>i</u>stricts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding District practices.

Section One: Parental Rights

This section of the Dallas ISD *Student Handbook* includes information related to certain rights of parents as specified in state or federal law. The term "parent" includes a person standing in parental relation. The term does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Title 2 of this code and all educational rights under Section 151.001(a)(10), Family Code, shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Chapter 31, Family Code, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order (TEC 26.002).

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

A District employee will not conduct a formal psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by the Texas Education Agency (TEA) for child abuse investigations and reports. Evaluations for special education eligibility will be conducted by the Special Education Department.

Consent to Provide a Mental-Health Care Service

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

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

Dallas ISD's Mental Health Services maintains the mission of supporting students' academic success through a variety of services focused on the health and wellbeing of students and families. The department has a team of licensed mental health professionals who provide a continuum of services that promote physical and mental health, including crisis intervention, short and long-term counseling, medication management, case management and ~~**more**~~ **ALCOHOL AND DRUG INTERVENTION SERVICES**. Services are provided both on-campus and at the Youth and Family Center clinics.

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

Contact Information:

~~**A list of mental health clinicians can be found on the**~~ **See the** Mental Health Services website at www.dallasisd.org/mentalhealth **for additional information about programs and services offered.** Additionally, you may call the Mental Health Service's main office at 972-502-4190.

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

For further information, see Mental Health Support on page ~~**80**~~ **60**.

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

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

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

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

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

A student under age 14 must have parental permission to participate in the District's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

- Relates to school safety, including the maintenance of order and discipline in common areas of the school or on school buses
- Relates to classroom instruction or a cocurricular or extracurricular activity
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings

The District will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law. See Video Cameras on page ~~103~~ **90** for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.

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

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

Prohibiting the Use of Corporal Punishment

District policy prohibits the use of corporal punishment. [See policy FO(LOCAL).]

Limiting Electronic Communications between Students and District Employees

Electronic communication includes all forms of social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing websites, editorial comments posted on the Internet, and social network sites. Electronic communication also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the superintendent of schools or a campus principal, may use electronic communication with currently enrolled students about matters within the scope of the employee's professional responsibilities. The employee will not communicate directly with the student between the hours of 9:00 p.m. and 7:00 a.m. All other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. If you prefer that your child not receive any one-to-one electronic communications from a District employee, please submit a written request to the campus principal stating this preference.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose appropriately designated *directory information* from a student's education records without prior written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

The District has designated the following categories of information as directory information:

- Student name
- Address
- Telephone listing
- ~~**Electronic email address**~~
- Place of birth
- Grade level
- Enrollment status
- ~~**Major field of study**~~
- Participation in an officially recognized activity or sport
- Weight and height of members of athletic teams
- Dates of attendance
- Honors, and awards received
- Most recent ~~**previous**~~ educational agency or institution attended
- Photograph

Unless a parent has provided a written objection to the release of directory information, the District shall release designated directory information to military recruiters and institutions of higher education, as required by law, and to organization or individuals who request the information and meet the definition of "school/District-sponsored" purposes outlined in Board Policy FL. A parent or an eligible student may object to the release of a student's directory information. The written objection to the release of directory information shall be sent to the student's principal within 15 school days after the annual notice is given concerning directory information. **The FERPA Notice for** Student Directory Information and acknowledgement form ~~**should have been is**~~ **is** included **on the online student registration portal (SchoolMint).** ~~**in the student enrollment packet**~~**. Review the FERPA Notice for** Student Directory Information **at any time, by using the** ~~**Student Handbook**~~ **link on your registration confirmation page in SchoolMint.**~~**contact the school principal.**~~

Also review the information under Authorized Inspection and Use of Student Records on page ~~**14**~~ **11**.

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

The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone listings, unless parents have advised the District not to release their child's information without prior written consent (See Objecting to the Release of Directory Information on page ~~**8**~~ **5**).

Participation in Third-Party Surveys

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

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

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

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

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

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

- Any survey concerning the protected information listed above, regardless of funding
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing the information, or otherwise distributing the information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students. Exceptions are hearing and vision, risk assessment for type 2 diabetes, and spinal screenings, or any physical examinations or screening permitted or required under state law [see policies EF and FFAA].

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

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

Human Growth and Development and Human Sexuality Instruction

The District offers Human Growth and Development in Grade 4 Science and Grade 5 Science, and ~~**Sexual Health**~~ **Human Sexuality** instruction to students in grades 6, 8–12. The School Health Advisory Council (SHAC) is involved in the recommendation of course materials for such instruction. The school will provide a consent form to parents/guardians describing the basic content of the District's human growth and development curriculum for grades 4 and 5, or the human sexuality curriculum for secondary grade levels, as well as the parent or guardian's right to review the material, purchase the material, and the right to remove the student from any part of that instruction.

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, HIV, or AIDS with the advice of the local School Health Advisory Council (SHAC). The SHAC shall assist the District in ensuring that local community values are reflected in the ~~d~~**D**istrict's health education instruction. Instruction related to human sexuality, sexually transmitted diseases, human immunodeficiency virus (HIV), or acquired immune deficiency syndrome (AIDS) must:

Present abstinence as the preferred choice of behavior for unmarried persons of school age

- Devote more attention to abstinence than any other behavior
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity

- Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS
- Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

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

In Grade 4, students identify changes occurring during adolescence development. Beginning in grade 5, students identify the process of adolescence development, fertilization, healthy fetal development, characteristics of relationships, and how to set and respect personal boundaries. Beginning in grade 6, students also learn that abstinence from sexual activity is the only 100% effective method to avoid risks. Parents can review detailed information about the human growth and development units and the human sexuality units by visiting the District's Wellness Instruction webpage at http://bit.ly/disdwellness.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You also may choose to become more involved with the development and selection of curriculum used for this purpose by becoming a member of the District's SHAC. For more information, consult policies EHAA (LEGAL) and (LOCAL).

Instruction over the Prevention of Child Abuse, Family Violence, Dating Violence, and Human Trafficking

The District offers instruction over the prevention of child abuse, family violence, dating violence, and human trafficking at different points in grades K through 12. The School Health Advisory Council (SHAC) is involved in the recommendation of course materials for such instruction [See policy EHAA (Local)]. A consent form will be provided to parents / guardians requesting permission for their child to receive instruction over the prevention of child abuse, family violence, dating violence, and human trafficking. Parents/Guardians have the right to review the material, purchase the material, and the right to remove the student from any part of that instruction.

Parents can review detailed information about the curriculum over the prevention of child abuse, family violence, dating violence, and human trafficking by visiting the District's Wellness Instruction page at http://bit.ly/disdwellness.

The board shall ~~**select any instruction**~~ **adopt curriculum materials for the District's instruction** relating to the prevention of child abuse, family violence, dating violence, and human trafficking.

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of

Independence and the U.S. Constitution, and

- A specific recitation from the Declaration of Independence for students in grades 3–12. Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:
    - A parent provides a written statement requesting that his or her child be excused,
    - The District determines that the student has a conscientious objection to the recitation, or
    - A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

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

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

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

State law, however, requires that all students participate in one minute of silence following recitation of the pledges. Students may reflect, pray, meditate, or engage in any silent activity that does not interfere with or distract another student during this time. See Pledges of Allegiance and a Minute of Silence on page ~~90~~ 71 and policy EC(LEGAL) for more information.

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the District and by state law [see policy EMB (LEGAL)].

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. As much as possible, the school will attempt to provide tutoring and strategies for test taking in ways that prevent removal from other instruction. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, library books, and other teaching aids and instructional materials used in the curriculum and to examine tests that have been administered. Specific curriculum information is available on the District's website or printed information may be obtained from the school.

A parent is also entitled to request that the school allow the student to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section and at Objecting to the Release of Directory Information on page 12, are the right to:

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

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

Before disclosing any personally identifiable information from a student's records, the District must verify the identity of the person, including a parent or the eligible student, requesting the information.

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

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

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's

education records, without prior written consent of the parent or eligible student when District officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

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

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including District health or medical staff);
- A person or company with whom the District has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the District's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties. FERPA also permits the disclosure of personally identifiable information without written consent:
    - To parents of a dependent student
    - To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education's office, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
    - To individuals or entities granted access in response to a subpoena or court order.
    - To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
    - In connection with financial aid for which a student has applied or has received.

- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the District discloses information that it has designated as directory information [see Objecting to the Release of Directory Information on page 12 for opportunities to prohibit this disclosure]. The full list of exceptions may be found in policy FL.
- Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

A parent or eligible student may inspect the student's records and request a correction or amendment if the parent or eligible student believes the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL).

The principal is the custodian of records for currently enrolled students at the assigned school. Records of elementary students who have withdrawn during the current school year remain at the school. Records of elementary students who have withdrawn the previous year are maintained by Student Record Services. Records of all secondary students remain at the school last attended for five years after the year of their graduating class and are then transferred to Student Record Services.

The parent's or eligible student's right of access to student records under FERPA does not extend to all records. The "education records" does not include:

1. Records created or received by the District after the individual is no longer a student in attendance and are not directly related to the individual's attendance as a student
2. Records made by District personnel that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record
3. Records maintained by a District law enforcement unit that were created by that law enforcement unit for the purpose of law enforcement

The District's policy regarding student records is found at policy FL (LEGAL) and (LOCAL) and is available from the principal's office or on the District's website at Policy Code FL - STUDENT RECORDS - - Policy On Line - Dallas ISD (tasb.org).

Student Information Not Considered an Educational Record

Education records are records, files, documents, and other materials that contain information directly related to a student and are maintained by an education agency or institution or by a person acting for such agency or institution. Board Policy FL (LEGAL). Requests by students,

parents, or other persons authorized by parents to create records regarding a student for nonschool related purposes, will not be honored. Such created documents do not meet the definition of an education record. The duty of the school district is to provide access to education records it has created or maintained in the performance of the district's duty as a local education agency.

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

Teacher and Staff Professional Qualifications

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

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

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

This information may be obtained by making a public information request. Directions for making a request are located on the District's website at Public Information Requests - Detail Page (dallasisd.org).

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

- Called to active duty,

- On leave, or
- Returning from a deployment of at least four months.

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

A parent has the right:

- To request the transfer of his or her child to another classroom or campus if the child has been determined by the superintendent, or designee, and the school principal to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. [See policy FDB (LEGAL).]
- To request the transfer of your child to attend a safe public school in the District if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense, as determined by state law, while at school or on school grounds. [See policy FDE (LEGAL).]
- To consult with District administrators if your child has been determined by the District to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
- To request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault.

For more information, see policies FDD (LOCAL) and FDE (LEGAL) and (LOCAL). Transfers may be requested through the campus principal.

Student Use of a Service/Assistance Animal

Granting the use of a service/assistance animal shall be determined in accordance with policy FBA (LEGAL).

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

A student in the conservatorship (custody) of the state who enrolls in the District after the

beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

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

The District will award partial course credit when the student only passes one half of a two-half course.

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

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

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

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

[See Credit by Exam on page ~~40~~ **36**, Course Credit on page ~~43~~ **36**, and Students in Foster Care on page 97.]

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the District after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the District;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See Credit by Exam on page ~~40~~ **36**, Course Credit on page ~~39~~ **36**, and Homeless Students on page ~~68~~ **65**.]

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

For those students who are having difficulty in the regular classroom, 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 schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the student's counselor 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 counselor or an administrative employee of the school, the school must respond no later than 15 school days after receiving the request. At that time, the 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 agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. The school 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 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 the 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, the school must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals

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

~~**Monica Freeman-Fields Special Education Supervisor 972-581-4100**~~
~~**MFields@dallasisd.org**~~

Dr. Crystal Evans, Individual Evaluation Supervisor
(972) 581-4741
cryyoung@dallasisd.org

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

Joslyn Harmon
Transition Services Supervisor 972-581-4504
joharmon@dallasisd.org

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:

Erin Gracey
Section 504 District Manager 972-925-3280

504@dallasisd.org

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

Legal Framework for the Child-Centered Special Education Process at Home Page for the Legal Framework (esc18.net)

Partners Resource Network at www.partnerstx.org

Special Education Information Center at www.spedtex.org

Texas Project First at www.texasprojectfirst.org

Section 504 Operational Procedures at https://www.dallasisd.org/section504

Parents also may contact the Dallas ISD Special Education Department at (972) 581-4100.

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English ***and Receives Special Education Services (Dually Identified Students)***

TAC 89.130 A student **who receives special education services** may **also** be eligible to receive specialized language support if his or her primary language is not English, and the student is identified as an **Emergent Bilingual student.** If the student meets eligibility criteria, the Language Proficiency Assessment Committee (LPAC)**, in conjunction with the Admission Review Dismissal committee (ARD),** will determine the types of services the student needs, including language accommodations related to classroom instruction and state and local assessments and placement in Dual Language, English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), and/or Sheltered classes **as well as any services related to special education. [See policy EHBA, EHBE(LEGAL) & 19 TAC 89.123].**

[See ~~English Learners~~ **Emergent Bilingual Students** on page ~~52~~ **48** and Special Programs on page ~~81~~ **79**.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Erin Gracey, the Section 504 District Manager, at (972) 925-3280.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services on page ~~20~~ **17** and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

It is organized in alphabetical order to serve as a quick reference when there are questions about a specific school-related issue. Wherever applicable, the topics are further organized by grade level. Should you be unable to find information on a particular topic, please contact the principal or counselor at your child's school.

Absences/Attendance

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

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

Compulsory Attendance

Age 19 and Older

Students who voluntarily attend or enroll after their 19th birthday are required to attend each school day until the end of the school year.

Age 18 and Younger

~~**Absent of an exemption such as enrollment in private, parochial or home school**~~, **Absent an exemption such as enrollment in a private, parochial, or home school,** Texas law requires students **age** ~~**six**~~ **6** to 19 to be enrolled and attend school each day instruction is provided. Compulsory attendance also applies to students who are younger than six who have been previously enrolled in first grade and to students below the age of six who are voluntarily enrolled in prekindergarten or kindergarten.

Students are required to attend school for the entire period of instruction, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following absences:

- Religious holy days, including up to a total of two days for travel to/from the site of observation

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

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families on page ~~**22**~~ **14** for more information.]

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA (LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. An absence will be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the District of these activities.

Absences of up to two days in a school year also will be considered an exemption for:

- Students serving as an early voting clerk, provided the District's board of trustees has authorized this in policy FEA (LOCAL), the student notifies their teachers and receives approval from the principal prior to the absences.
- A student serving as an election clerk, if the student makes up any work missed.
- Students in grades ~~**six through**~~ **6-**12 for sounding *Taps* at a military honors funeral for a deceased veteran.

Failure to Comply with Compulsory School Attendance

Warning Notice

The District is required to distribute a warning notice to parents and guardians at the beginning of the school year stating the parent may be subject to prosecution and a student 12 or older may be referred to truancy court if the student is absent without excuse 10 or more days or parts of days in a six-month period.

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed accelerated instruction by the state; or from required

tutorials will be considered in violation of the compulsory attendance law and subject to a truancy court referral. Partial day unexcused absences including unexcused late arrivals, unexcused early releases, and single period unexcused absences are subject to the Compulsory School Attendance Law.

Attendance officers will proceed with legal intervention against the parent and/or student in court if the compulsory attendance law is violated. Exemptions from the law may be found in policy FEA (LEGAL).

Students with Disabilities

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the District will send the student a letter as required by law explaining that the District may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

As an alternative to revoking a student's enrollment, the District may implement a behavior improvement plan.

Age 18 and Younger (including Prekindergarten and Kindergarten)

If a student 18 or younger has unexcused absences on three days or parts of days within a four-week period, the District must send a warning notice. The notice is to inform the parent or guardian that the student is subject to truancy prevention measures, that it is the parent's responsibility to monitor their child's attendance and require their child to attend school, and to request a conference with school officials.

The fact that a parent did not receive the notice described above is not a defense to prosecution for the parent's failure to require a child to attend school, nor for the student's failure to attend school. [See policy FEA (LEGAL).]

At a minimum, Texas Education Code section 25.0915 requires a District to take at least one of the following actions as a Truancy Prevention Measure:

- Impose a behavior improvement plan;
- Impose school-based community service;
- Refer the student to counseling, mediation, mentoring, teen court, or other in-school or out- of-school service aimed at addressing the truant behavior.
- A referral may require participation by the child's parent if necessary.

The truancy prevention facilitator for the District can be reached at (214) 932-5030. If you have questions about the effect your child's absences from school have on their required attendance, please contact the facilitator or any administrator at your child's school.

A court of law also may impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student

is absent without excuse from school on 10 or more days or parts of days within a six- month period in the same school year.

If a student age 12 through age 18 incurs unexcused absences on 10 or more days or parts of days within a six-month period in the same school year, the District may refer the student to truancy court.

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine eligibility status and whether there are extenuating circumstances for the excessive absences and how the student can restore credit or a final grade by participating in a prescriptive plan approved by the principal. [See policy FEC.]

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

- ~~**If makeup work is completed, absences for the reasons listed under Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade**~~ **If a student has completed all class and homework assignments for days of absence and has earned a passing grade, then the student may complete academic seat time that is required for the class/classes where attendance fell below 90 percent and regain the credit or grade for the course.**
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- In reaching a decision about a student's absences, the committee will attempt to ensure that ~~**it**~~ **the decision** is in the best interest of the student.

If the student fails to successfully complete the plan recommended by the attendance committee or when a student's attendance drops below 75 percent of the days the class is offered and earns a passing grade, the student, parent, or representative, may request award of credit or final grade by submitting a written petition to the attendance committee. The petition may be filed immediately but no later than 30 days after the last day of the first semester or the last day of the school year of the second semester for secondary schools and the last day of the school year for elementary schools for which credit or final grade is lost for lack of attendance. The student or parent may appeal the attendance committee's decision to the Board of Trustees by following policy FNG (LOCAL).

The actual number of days a student must be in attendance in order to receive class credit or final grade will depend on the number of instructional days and whether the class is for a full semester (secondary) or for a full year (most elementary and middle school classes).

Official Attendance-Taking Time (All Grade Levels)

The District must submit attendance of its students to the TEA reflecting attendance at a specific time each day. Official attendance is taken every day. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Excused Absences (All Grade Levels)

Excused absences are not counted when determining the number of absences that trigger a referral or complaint for nonattendance. Excused absences are counted in determining whether a student is in compliance with the attendance requirements for class credit.

Documentation after an Absence (All Grade Levels)

To excuse legitimate student absences, including days or parts of a day resulting from a nurse sending the student home, parents are encouraged to submit to the proper school authorities a written excuse describing the reason for the absence within three school days after the student returns to school. However, notes may be accepted at the school where the student was enrolled during the absence prior to the end of the semester when the absence occurred. [See FEC (LOCAL).] The note shall be signed by the student's parent or, if the student is 18 or older or is an emancipated minor, by the student. [See FEB (LOCAL).]

The principal or appropriate designee may investigate any absence to verify extenuating circumstances. Students who receive special education services may be excused for special education assessment procedures and for special education-related services, to the extent allowed by the Texas Student Accounting Handbook, or otherwise allowed by law.

The campus will document in its attendance records if the absence is considered by the District to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under the compulsory attendance laws (see Exemptions to Compulsory Attendance on page ~~24~~ **21**), the District is not required to excuse any absence even if the parent provides a note explaining the absence.

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

When a student's absence for personal illness exceeds five consecutive days or a total of 10 days in a six-week grading period, the student may be required to present a statement from a physician or health clinic verifying the illness or other condition requiring the student's absence from school. Otherwise, the student's absences may be considered unexcused and, if so, would be considered to be in violation of the compulsory school attendance law. If the student has established a questionable pattern of attendance, a physician's or clinic's statement may be required after a single day's absence. [See FEC (LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver's license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. The VOE form is available at: https://www.tdlr.texas.gov/driver/forms/VOE.pdf. Further information may be found on the Texas Department of Public Safety website: https://www.dps.texas.gov/section/driver-license.

Temporary Absence (All Grade Levels)

A student may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent of the school in which the child is enrolled. (See Documentation after an Absence on page 25.)

Unexcused Absences (All Grade Levels)

Absences not eligible to be excused and absences for which a written excuse is not received by the end of the semester when the absence occurred shall be counted as unexcused absences. Students who are absent from school for the following reasons are not given an excused absence:

- Aptitude and achievement testing by outside agencies
- Truancy
- Nonschool instruction
- Vacations
- Nonschool club, youth, or other organization's activities

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the District, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings
- A School Report Card (SRC) for each campus in the District compiled by TEA based on academic factors and ratings
- The District's financial management report, which will include the financial accountability rating assigned to the District by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law
- Information about these reports can be found on the District's website at www.dallasisd.org. Hard copies are available upon request to the District's administration office.

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

Academic Programs

The District offers a variety of academic programs, including those from the core, enrichment, and career/technical curricula, as well as a number of special programs. The school counselor provides students and their parents information regarding the academic programs to prepare for higher education and career choices. [See policy EIF.]

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

The ASVAB (Armed Services Vocational Aptitude Battery), is a timed multi-aptitude test. Students in grades 10-12 are offered an opportunity to take ASVAB**.~~, which is offered to be administered to students enrolled in grades 10-12~~**. This test helps to identify which jobs would be best suited for the examinee.

The test shall be offered throughout the year at scheduled campuses as posted on the Districtwide Testing Schedule. Please contact the principal at your school for information about this opportunity.

Asbestos Management Plan (All Grade Levels)

The Environmental Protection Agency's Asbestos Hazard Emergency Response Act (AHERA) of 1986 requires the inspection of all buildings in the school District for asbestos. In response, the District works diligently to maintain compliance with all federal and state laws governing asbestos in school buildings. An asbestos management plan documenting inspections and protocols for managing asbestos in place has been developed for each school and District facility. An updated management plan for the school is kept on campus, as well as with the District's Environmental, Health, and Safety Department, and can be made available for inspection by parents, school personnel, and the public within five working days after a request is received. Additionally, the Dallas ISD annually notifies all parents, teachers, and support staff of this information by posting a notice with each facility as required by AHERA regulations. For additional information, contact the District's asbestos coordinator at (972) 925-5012 or see policy CKA (LEGAL).

Bullying (All Grade Levels)

Bullying, which includes cyberbullying, is addressed in depth in the *Student Code of Conduct*. For disciplinary actions, the child will be subject to the provisions provided in the *Student Code of Conduct*.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another District employee as soon as possible. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. Any retaliation against a student who reports an incident of bullying is prohibited.

To review the District's anti-bullying policy, go to APPENDIX I: Freedom from Bullying Policy FFI (LOCAL) on page 108. Also see the *Student Code of Conduct*; Safety Transfers/Assignments on page ~~23~~ **15**; Dating Violence on page ~~45~~ **38**; Discrimination, Harassment, and Retaliation on page ~~46~~ **38**; and Hazing on page ~~77~~ **58**.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)
Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for having the option of gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level. The District offers career and technical education (CTE) programs that support student career pathways to ensure that students have the opportunity to identify the relationship between the skills taught in the classroom and the skills required for the workforce.
It is the policy of the District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The Dallas ISD will take steps to assure that lack of English-language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see Nondiscrimination Policy on page ~~86~~ **67** for the name and contact information of the Title IX, Section 504, and ADA coordinators who will address certain allegations of discrimination.]

Programs of Study

Programs of Study are a way for students to plan their four-year high school program by selecting electives that allow them to explore careers that interest them. ~~**Career**~~ Programs of Study are grouped by Career Clusters because people in those careers may share the same interests, talents, and abilities. Within a career cluster there are careers and jobs that require different levels of educational preparation.

Programs of Study are for all students. A career pathway choice does not have to be permanent. Schools arrange the students' four-year high school course of study in a career path (or cluster). All high schools have a selection of Programs of Study organized by career clusters. These course sequences allow students to select electives that match their career objectives.

Admission to these programs is based on student interest and program availability. Students interested in programs not offered on their high school campus may apply for programs on other campuses. Information and application procedures can be obtained from the campus counselor.

The programs of study went into effect beginning in the 2020-2021 school year and allows Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V). The following Programs of Study are the framework for Dallas students:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Marketing and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Service
- Manufacturing
- STEM (Science, Technology, Engineering, Mathematics)
- Transportation, Distribution, and Logistics

As part of the graduation requirements under House Bill (HB) 5, which was passed in 2014, every student must declare a high school endorsement. A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses, known as Programs of Study. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement may be earned in any of the following categories:

- Science, Technology, Engineering and Mathematics (STEM)
- Business and Industry

- Public Services
- Arts and Humanities
- Multidisciplinary Studies

In order to receive an endorsement in CTE, a student must complete a Program of Study in three or more courses for four or more credits in career and technical education (CTE) that consists of at least two courses in the same career cluster and at least one advanced CTE course.

Career Institutes

Dallas ISD has strategically placed three Career Institutes throughout various quadrants of the city. A fourth Career Institute will be opened in the future. Each Career Institute will serve as a hub for the high schools within the quadrant. The first two Career Institutes in the Northern and Southern sectors of the city started the fall of serving students at their home high school in 2019. The campuses opened in 2020. The East Career Institute opened in the fall of 2020. The vision of the Dallas ISD Career Institutes is to provide high school students a choice to pursue a Career and Technical Education (CTE) Pathway, work with industry partners, train on state-of- the-art, industry-standard equipment, and obtain multiple certifications prior to graduation. Many of the CTE programs offered at the Career Institutes are not available at the home HS campuses. If a student attends a CTE program at a Career Institute they will be on the Career Institute campus for ½ day every other day.

Transportation to the Career Institute will be provided by Dallas ISD. A Career Institute will prepare students in Dallas for local high skill, high wage, and high demand occupations. Career Institute programs do not require an application process and are open to all Dallas ISD comprehensive high school students.

The Career Institute in the northern sector will support the following high schools: Conrad High School, Hillcrest High School, North Dallas High School, Thomas Jefferson High School, and W.T. White High School. The Career Institute in the southern sector will support the following high schools: Adamson High School, Carter High School, Kimball High School, Molina High School, Roosevelt High School, South Oak Cliff High School, Sunset High School, and Pinkston High School. The eastern Career Institute will support the following high schools: Bryan Adams High School, Lincoln High School, Madison High School, Samuell High School, Spruce High School, and Woodrow Wilson High School.

These state-of-the-art facilities will feature real-world learning spaces and industry-standard equipment for 9th -12th-grade students pursuing interests in CTE. The ~~**initial pathways**~~ **programs of study** will focus on General Construction; Electrical & Solar Technology; Water Conservation & Plumbing; ~~**and**~~ Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) Technology; **Masonry; Architecture; Interior Design;** Mechatronics; Aviation; **Software Development & Game Design;** ~~**and**~~ Cybersecurity; **Patient Care Technician; EKG & Phlebotomy Technician; Emergency Medical Technician; Pharmacy Technician; Dental Assisting; Automotive Technology; Welding; Culinary Arts; Industrial Robotics; and Facility Maintenance.** ~~**Additional pathways will be added in the next several years.**~~

Celebrations (All Grade Levels)

Federal nutrition standards regulate all foods and beverages made, sold, or given to students during the school day, and must be followed at all times. Federal standards also regulate the time and place where/when foods and beverages are made available to students. The school day is from midnight to 30 minutes after the end of the regular school day [see FFA (REGULATION)].

Although a parent or grandparent is not prohibited from providing food for their own children, all food shared with other children must follow the Wellness Policy, FFA (REGULATION), including food for a school-designated function or for birthday parties.

Classroom Celebrations and Exemption Days [FFA (REGULATION)]	• All foods made available in schools must meet the USDA Smart Snack and Beverage Rules • A maximum of 6 scheduled exemption days throughout the course of the school year per campus. Campus exemption days must be scheduled in advance and shown on a campus calendar. Texas public, charter, and private schools that participate in NSLP or SBP may sell food and/or beverages as part a fundraiser that does not meet the Competitive Food Nutrition Standards during the school day for up to six (6) days per school year on each school campus. Food and/or beverages sold during an exempt fundraiser must not be sold in competition with school meals in the food service area during the school meal service." Administrator's Reference Manual, Section 22.
Food Given to Students [FFA (REGULATION)]	• Foods and beverages (including meals, ala carte sales, beverages, etc.) cannot be given as a reward or withheld as punishment except as provided for in a student's §504 or IEP plan • Elementary students may be given one snack per day that meets Smart Snack Rules • On testing days students of any grade may be given one snack per day that meets Smart Snack Rules

Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See Food Allergies on page ~~67~~ 63]

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

The safety and well-being of all students is paramount to a successful educational experience. The District has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by reviewing board policies FFG (LEGAL) and (LOCAL), found at Policy Code FFG - STUDENT WELFARE - CHILD ABUSE AND NEGLECT - Policy On Line - Dallas ISD (tasb.org).

Information and resources for parents, students, and District staff may be found on the District's website at Child Abuse Office / CHILD ABUSE and DOMESTIC VIOLENCE (dallasisd.org).

As a parent, it is important for you to be aware of warning signs that could indicate that a child may have been or is being sexually abused. Sexual abuse is defined in the Texas Family Code as any sexual conduct harmful to a child's mental, emotional, or physical welfare, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal can provide information regarding counseling options for you and your child that are available in your area. Links to resources are also available on the District's website under Child Abuse Office at www.dallasisd.org/domain/3547.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence on page ~~45~~ **38**, Discrimination and Harassment on page ~~46~~ **38**, and Retaliation on page ~~46~~ **39**.]

Reports of suspected abuse or neglect may be made to the CPS division of the Texas Department of Family and Protective Services at 800-252-5400 or on their website at www.txabusehotline.org. Every school is required by state law to post in a clearly visible location in a public area of the school that is readily accessible to students a sign in English and in Spanish that contains the toll-free number to the Abuse Hotline that receives reports of abuse and neglect.

When an employee has cause to believe that a student has been or may be abused or neglected, the employee is required to make a report immediately to CPS and/or to local law enforcement.

If a parent has cause to believe that a child may have been abused or neglected at school, the parent shall immediately notify the principal at the school, as well as make a report to CPS as previously described and to Dallas ISD Police Department at (214) 932-5627. A parent also may call the District's Child Abuse and Domestic Violence Prevention Office at (888) 572-2873 for assistance.

All District staff receive training to prevent and recognize sexual abuse, trafficking and all other maltreatment of children as required by law. Programs are available for students and parents to increase awareness of child abuse. For additional information, contact the Child Abuse Office and Domestic Violence Prevention at (888) 572-2873.

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

Class rank is based on a weighted grading system. The ~~**superintendent will**~~ **Superintendent of Schools shall** provide a process whereby a school may select one of two options for class rank.

Rank in Class Options

The first option, whereby all students in a class ~~**will**~~ **shall** be ranked, incorporates a weighted ranking system.

For the second option, whereby only the top ten percent of a class ~~**will**~~ **shall** be ranked, a student's

class rank shall not be calculated or reported, except for the top ten percent of a given class. Class rank shall not appear on any student's academic achievement record (transcript), except for those students in the top ten percent.

Rank in Class

The Superintendent of Schools shall design a process to apply a weighted system based on course type to determine class rank.

A student shall be notified for the first time of his or her rank at the end of the first semester in his or her sophomore year.

Final top ten percent ranks shall be determined at the end of the student's senior year.

Weights shall be assigned to Texas Education Agency (TEA)-approved state high school graduation courses for determining class rank, as delineated in EIC (REGULATION).

Top 10 Percent: College and University Admissions

For two school years following graduation, a District student who graduates in the top 10 percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Students and parents should contact the counselor for further information about automatic admissions, the application process, and deadlines. [See EIC (LEGAL).]

Valedictorian and Salutatorian (Highest Ranking Students)

Students ~~**must**~~ **shall** be enrolled in their graduating school the last four semesters prior to graduation, exclusive of summer and evening school, to be considered for valedictorian or salutatorian. Valedictorian and salutatorian shall be those eligible students who are highest and second highest based on rank in class completing the distinguished program. [See EIC (LOCAL) and Class Rank Option 1 ~~**on page 39**~~.]

Class Schedules (Secondary Grade Levels Only)

Many hours go into the planning of student and school schedules. Course offerings and teacher

assignments are based on the choices students make during spring scheduling each year. Nevertheless, some schedule adjustments are necessary due to courses having been taken in summer school, omission of a required course, course conflicts, or other circumstances that warrant a schedule change. The school will make every effort to place each student in the classes indicated on the student's choice sheet. Student requests for changes other than meeting graduation requirements or correcting an error will not be approved, and no schedule change will be made after the first 10 days of each semester, except at the direction of the principal.

In accordance with State Board curriculum requirements, students in grades 9 through 12 shall be scheduled for a full day of classes, including a minimum of 2½ graduation ~~**units**~~ **credits** or five credit- earning courses per semester, plus PE or equivalent, and Health.

With parent approval and signature, seniors who have passed all sections of the exit exam and will complete graduation requirements with less than five credit-earning courses per semester may modify their course schedule, but to no less than ½ day of instruction daily, under the following conditions:

1. The student is enrolled in postsecondary courses being taken on a college/technical school campus (courses may or may not be for dual credit)
2. The student is employed for more than 20 hours per week
3. The student has parenting responsibilities
4. Other circumstances as approved by the principal
5. The student arrives late or leaves early and does not remain on campus when other students are in classes. Courses are to be scheduled consecutively, without allowing students to leave and return to the campus on the same day. [See EED (LOCAL).]

College Credit Courses (Secondary Grade Levels Only)

Students in the Dallas ISD are offered several opportunities to earn college credit for courses taken while still in high school. Opportunities include:

- The College Board Advanced Placement Program – Students may enroll in a variety of Advanced Placement (AP) courses in grades ~~**nine**~~ **9** through 12. Each spring, students are encouraged to take the AP examination for the course(s) taken during the year. Colleges and universities award credit based on the score earned on each exam. Scores required for credit vary from college to college.
- Dual-Credit Programs – A variety of dual-credit college courses are available to eligible high school students through Dallas College. High school dual-credit coordinators and the Curriculum Alignment Review and Approval Committee (CARAC) work collaboratively to determine which courses will be offered on the high school campus. Not all courses are available on all campuses. Some high school courses require the completion of two (or more) college courses in order for high school credit to be awarded.
- Other Programs – Students may receive college credit through the District's International Baccalaureate program or through programs offered at colleges or universities accredited by one of the regional higher education accrediting associations, such as Southern Association of Colleges and Schools or Middle States Association of Colleges and Schools. For students to be eligible to enroll and be awarded credit toward state graduation requirements, a student shall have the approval of the high school principal or other school official designated by the District.

The course(s) for which credit is awarded must provide academic instruction beyond or in greater depth than the essential knowledge and skills for the equivalent high school course.

For information, contact your student's counselor or visit the District's website at www.dallasisd.org/dualcredit and www.dallasisd.org/Page/29115.

Complaints and Concerns (All Grade Levels)

Usually student or parent concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy, FNG (LOCAL), in the District's policy manual. A copy of this policy and complaint forms may be obtained from the principal's office or on the District's website at www.dallasisd.org. Access the District's policy manual by clicking the link *Dallas ISD Policy Manual* under the label For Parents located midway down and on the right side of the District's home page. The Policy Online Manual will open in a new page.

In general, the student or parent should submit a written complaint and request a conference with the school principal. If the concern is not resolved, a request for a conference should be sent to the principal's supervisor. Until resolved, the District provides for the complaint to be forwarded through the administration and finally presented to the Board of Trustees. Two departments can provide general support to the process when there are questions about procedures—Constituent Services at (972) 925-5555 and the Division Office at (972) 925-4600.

Conduct (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a *Student Code of Conduct* that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on District vehicles—and actions for violation of these standards.

Disruptions of School Operations

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

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

- Interference with the transportation of students in vehicles owned or operated by the District [See policy FNCI (LEGAL) and GKA (LEGAL).]

Social Events

The rules of good conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

Counseling (All Grade Levels)

The school counselor is available to assist students and their families with a wide range of academic and personal concerns, including academic, career, and college planning; academic success; social, family, or emotional issues; or substance abuse. To serve the needs of all students, the school counselor plans, implements, and evaluates a comprehensive developmental guidance program that includes:

- Presenting classroom guidance lessons to help students develop their full educational potential
- Counseling and referral services for any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- Guiding students as they plan, monitor, and manage their own academic, career, personal, and social development
- Supporting the efforts of teachers, staff, parents, and other members of the community in promoting students' educational, career, personal, and social development

The counseling relationship is a professional relationship and counselors have a professional code of ethics. There are times when it is necessary for counselors to confer with other school professionals regarding a particular student's problem to best serve that student. To the extent possible under legal and ethical guidelines, the counselor protects the privacy rights of students and their families. Counselors are required by state law and their professional code of ethics to report any form of child abuse or endangerment whether to self or others.

All materials used in the counseling program are available during school hours for parents to review. If parents/guardians have any questions regarding counseling services or programs in the school, they may call their child's counselor or the school principal. [For more information, refer to policies EJ and FFEA.]

Elementary (PK-5) and Middle School (6-8) Grade Levels

Each counselor at an elementary or middle school shall advise students and their parents or guardians regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements.

In grades six, seven, and eight, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels (9-12)

During the first school year a student is enrolled in high school and again during a student's senior year, a counselor shall provide information about higher education to the student and the student's parent or guardian. The information must include the importance of higher education, financial aid eligibility and application processes, and the availability of programs under which a student may

earn college credit.

At the beginning of grades nine, 10 and 11, a counselor shall explain to students the requirements of automatic admission to general academic teaching (higher education) institutions.

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

Course Credit (Secondary Grade Levels Only)

A student in grades ~~**nine**~~ **9** through 12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1-credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester(s) failed.

Students must take the Assessment of Course Performance (ACP) if it is offered in the course. The ACP is considered a part of the course. Only students with appropriate documentation (such as ARD or 504, or Reconnection/Evening Academy course documentation) may be exempted from the ACP. Reconnection/Evening Academy students must take an alternate test of similar rigor approved by the Superintendent or designee. Please refer to ACADEMIC ACHIEVEMENT - GRADING/PROGRESS REPORTS TO PARENTS (tasb.org).

Credit by Exam

If a Student Has Taken the Course/Subject (Grades 6-12)

Credit by Examination (CBE) is a means by which a Dallas ISD student in grades ~~**six**~~ **6** through 12 who has received prior instruction in a course but not attained a passing grade may take a test to demonstrate mastery of the course and receive course credit. Parent approval is required. On recommendation of the principal, his/her designee, or the attendance review committee, a student who has excessive absences may be permitted to earn or regain a passing semester score through CBE if a score of 70 or above is attained, or appropriate performance level is attained with LOTE (Languages other than English). In grades ~~**nine**~~ **9** through 12, CBE scores do not count toward rank or GPA. With administrative approval, CBE may be used to obtain course credit for special circumstances. The following students may apply for CBE through the school counselor when:

- The student is enrolling from a nonaccredited school (see policy FD)
- The student has failed a subject or course
- The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences (see policy FEC)
- The student has completed all or nearly all of the instruction required for a course but has not received a semester grade due to special circumstances

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course.

CBE scheduling and test administration is coordinated by school personnel with principal approval throughout the school year. The District's Assessment Department will coordinate CBE administration during the summer only for students who attended schools that were unable to schedule the assessments during the school year. Required application(s) and enrollment form(s)

must be submitted to the Assessment Department for summer test administration by the application deadline (please refer to District publications and/or the District's website at http://assessment.dallasisd.org/assess#1002). Summer testing will be scheduled within the months of June and July. Credit by examination cannot be used to gain eligibility for participation in extracurricular activities.

No Prior Instruction / If a Student Has Not Taken the Course/Subject (Grades 6-12)

A student in grade six or above will earn course credit with a passing score of at least 80 percent mastery on the CBE exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, or scoring at the appropriate LOTE proficiency level as applicable. ***Students must have completed at least 8th grade to take a CBE exam for LOTE.*** **[For more information on *specific tests for credit in LOTE* refer to policies *EHDB and EHDC*.]**

A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam, the student must complete the course.

Promotion/reclassification for secondary students will be based on the standards in effect for the student's grade level. Scores are not counted toward a high school student's grade point average (GPA) or class rank.

CEFA (Credit by Examination for Acceleration) (Grades K-5)

Credit by examinations for acceleration (CEFA) are means by which high-achieving students may *test out* of a grade level or particular courses. Students may be accelerated in any academic course for which tests are available through Texas Tech University and Distance Education. CEFA test administration will be coordinated by the District's Assessment Department, and examinations will be given to students at no cost if tested during the assigned testing windows and if the student is currently enrolled in a Dallas ISD school.

Counselors should submit required application(s) and enrollment form(s) to the District's Assessment Department. Check with your school counselor for more information. Test study guides are available on Texas Tech University's website at https://www.depts.ttu.edu/k12/current-students/forms/cbe-review-sheets/. [See policy EHDC.] Examinations for acceleration are offered for students having no prior instruction; therefore, the District is not obligated to furnish textbooks, study guides, tutoring, or other instructional aides to students registering for the examination.

The dates on which exams are scheduled during the school year will be published in appropriate District publications and on the District's website at http://assessment.dallasisd.org/assess#1002. The only exceptions to the published dates will be for any exams administered by another entity besides the District or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the District must comply with the testing schedule of the other entity. During each testing window provided by the District, a student may attempt a specific exam only once.

Kindergarten

Prekindergarten students may be accelerated to grade one if they score at or above the 70th percentile in both reading and mathematics on an appropriate norm-referenced test. In order to apply for acceleration, prekindergarten students must meet the chronological age requirements of entering kindergarten. Students must be 5 years old by September 1 of the enrollment year. Parents of prekindergarten students should apply through their home campus at the end of the prekindergarten school year.

Grades 1-5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 percent mastery on each exam in the subject areas of language arts, mathematics, science, and social studies, a District administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Dating Violence (All Grade Levels)

The District believes that all students learn best in an environment free from dating violence and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and District employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Any student who believes that he or she has experienced dating violence should immediately report the problem to the Title IX coordinator, a teacher, counselor, principal, or other District employee. See additional information in the following section regarding sexual harassment, retaliation, reporting procedures, and investigation of reports.

The Child Abuse and Domestic Violence Prevention Office provides training to enhance awareness of dating violence for secondary education students, District staff, and parents. For more information, contact the Child Abuse and Domestic Violence Prevention Office at (888) 572-2873.

Discrimination and Harassment: Racial, Ethnic, Religious, Gender, Gender Identity, Gender Expression, Sexual Orientation, Disability, and National Origin; and Retaliation (All Grade Levels)

Dallas ISD does not discriminate on the basis of race, religion, color, ethnicity, religion, national origin, gender, sex, disability, age, sexual orientation, genetic information, gender identity, or gender expression, or any other basis prohibited by law or District policy in providing education services, activities, and programs. Harassment: Including Racial, Ethnic, National Origin, Religious, Disability, Gender, Gender Identity, Gender Expression, and Sexual Orientation

Students are expected to treat other students and District employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The District expressly prohibits racial, national origin, ethnic, religious, disability, genetic information, gender, gender identity, gender expression, or sexual orientation harassment of its students, employees, and those who seek to join the campus community in any capacity or those who interface with the District, i.e., citizens, parents, vendors.

Examples of harassment include, but are not limited to, threatening or intimidating conduct; verbal, written, electronic, or physical conduct; and any other demonstrative actions based on race, color, ethnic origin, nationality, religious preference, disability, genetic information, gender, gender identity, gender expression, or sexual orientation that has the purpose or effect of creating a hostile, intimidating, or offensive learning environment and substantially interfering with the learning environment.

Sex Discrimination and Sexual Harassment Prohibited

In accordance with Title IX, Dallas ISD does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate on the basis of sex extends to admission of students in the District's educational programs or activities and employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator, the Assistant Secretary for Civil Rights of the Department of Education, or both.

Title IX Coordinator

Dallas ISD has designated and authorized the following employee to serve as its Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Name: Orlando Gallegos, Title IX Coordinator

Address: 9400 North Central Expressway, Suite 1675 Dallas, TX 75231

Email: TitleIX@dallasisd.org

Phone: 972-581-4230

Retaliation

Retaliation against a person because the person has made a report or complaint of sexual harassment, sexual assault, dating violence, domestic violence, or stalking or because the person has testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding reported sexual harassment, sexual assault, dating violence, domestic violence, or stalking is prohibited. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitute retaliation.

An individual's exercise of rights protected by the First Amendment of the United States Constitution does not constitute prohibited retaliation.

False Claim

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX investigation or grievance proceeding also does not constitute retaliation.

Sexual Harassment Response and Prevention

Prohibited Conduct

Dallas ISD prohibits discrimination, harassment, dating violence, domestic violence, stalking, and retaliation as defined below, even if the behavior does not rise to the level of unlawful conduct. Prohibited conduct also includes sex-based discrimination and sexual harassment as defined by

Title IX and District Board policy. See FFH (Local/Legal/Regulation). Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- Unwelcome conducted determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or,
- "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Examples of sexual harassment of a student may include sexual advances; touching private body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature. However, romantic, sexual, and other inappropriate social relationships between students and District employees are prohibited, even if consensual. Sexual contact between an employee of the District and a student is a second degree felony, according to the Texas Penal Code.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity.

Under Dallas ISD Board policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of gender-based harassment may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v) means an offense classified as

a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence is defined in 34 U.S.C. § 12291(a)(10) as violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of the interaction between the persons involved in the relationship. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners.

Domestic violence as defined in 34 U.S.C. § 12291(a)(8) includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking is defined in 34 U.S.C. § 12291(a)(30) as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Reporting Procedures

Any person may report sex discrimination including sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking, regardless of whether the person is the alleged victim of the conduct. Reports of sex discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment can be made at any time, including during non-business hours, by mail, phone, or email by contacting the Title IX Coordinator using the contact information provided above. Reports can also be made in person.

Upon the District receiving notice or an allegation of sex-based discrimination or harassment, the Title IX Coordinator will promptly respond in accordance with the process described in FFH(Local/Legal/Regulation).

Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the District Title IX coordinator, teacher, the principal, or designee.

District's Response to Sex-Based Harassment:

Upon the District's receipt of notice or an allegation of sex-based discrimination, harassment, or retaliation—regardless of whether a formal complaint is filed—the Title IX Coordinator will contact the individual who was the alleged victim of sex-based discrimination or harassment to discuss the availability of supportive measures and inform them of the process for filing a formal complaint. If a formal complaint is filed, the matter will proceed through the District's Title IX grievance process, including an investigation and decision process.

If a student is the alleged perpetrator of sex-based discrimination, sexual harassment, or retaliation, the respondent student may be subject to immediate emergency removal from his or her campus after the District conducts an individualized analysis and if the District finds it necessary to protect a student or other individual from immediate threat to their physical health or safety. If the District decides to remove the respondent student from campus, it will notify the respondent student and provide the respondent student an immediate opportunity to challenge the removal decision.

Complaints alleging Title IX retaliation may be addressed using the District's grievance process.

Confidentiality

To the greatest extent possible, the District respects the privacy of the complainant, persons against whom a report is filed, and witnesses. The District keeps the identity of complainants, respondents, and witnesses confidential, unless disclosure is required by law or necessary to carry out a Title IX proceeding. Limited disclosures may be necessary for the District to conduct a thorough investigation and to preserve the rights of complainants, respondents, and witnesses.

Distance Learning (All Grade Levels)

Distance learning courses are online courses in which a student and teacher are in different locations for a majority of the student's instructional time. Online learning is offered for students when specialized learning needs can be met most effectively through such learning. Online learning opportunities may include, but are not limited to, correspondence courses and online courses that support traditional face-to-face courses and are a means of earning credit in a subject or course.

All online courses offer students the same rigorous requirements as traditional campus-based courses. All course content is aligned to state and national standards thus fully addressing the Texas Essential Knowledge and Skills (TEKS).

An online course is defined as a course in which:

- Instruction and content are delivered primarily over the Internet
- A student and teacher are in different locations for a majority of the student's instructional period
- Most instructional activities take place in an online environment
- Online courses offer flexibility, responsibility, and compatibility for students who wish to enrich or supplement their educational program.

All District-approved online courses comply with the policies, protocols, and procedures in policy. Approved online courses include vendor-based and Texas Virtual School Network (TXVSN) courses. These courses are aligned with state standards and have been evaluated and approved by Dallas ISD's Teaching and Learning Division.

Texas Virtual School Network (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. Students have the option, with certain limitations, to enroll in an online course to earn course credit for graduation. All University Interscholastic League (UIL) and National Collegiate Athletic Association (NCAA) guidelines apply. This means that No Pass, No Play does apply to all online courses.

Information regarding TXVSN in the Dallas ISD can be found in board policies EHDD (LOCAL) and EHDE (LOCAL) as well as in the *Dallas ISD Handbook for Electronic Courses* at www.dallasisd.org/Page/12514. Information about the Texas Virtual School Network can be found at www.txvsn.org.

State rules require school Districts to make available policy EHDE (LOCAL) to parents of middle and high school students at least once each year. The EHDE (LOCAL) policy (Alternative Methods for Earning Credit Distance Learning) is as follows:

General Provisions for Electronic Courses
The eDISD designation shall encompass all electronic courses, including Texas Virtual School Network (TXVSN) courses, university-based, vendor-based, or locally developed online courses. In addition, the Superintendent of Schools or designee shall develop an electronic courses handbook that shall include all policies, protocols, and procedures for students taking electronic courses as a means of earning graduation credit or middle school units.

For purposes of this policy, electronic courses are distance-learning courses in which a student and teacher are in different locations for a majority of the student's instructional time.

Texas Virtual School Network
The Superintendent of Schools or designee shall establish procedures for students to enroll in courses provided by the TXVSN.

Other Distance Learning
The Superintendent of Schools or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.

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

School Materials

Publications prepared by and for the school may be posted or distributed with the prior approval of the principal, sponsor, or teacher. Such items include school newsletters, posters, brochures, flyers, etc. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the principal or designee before selling, posting, circulating, or distributing written or printed materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school.

To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days. A student may appeal a principal's decision in accordance with policy FNG (LOCAL).

Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action.

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policy GKDA (LEGAL). This includes literature from booster clubs and parent-teacher associations. ~~**The District has an online approval process for submitting literature for review. A submission form can be found at www.dallasisd.org/Page/48716**~~.

Dress and Grooming (All Grade Levels)

Grades PK-8

The District requires all students in prekindergarten through grade eight follow a standardized dress code unless the parent or guardian has filed an objection as provided in FNCA (LEGAL) and (REGULATION). All clothing must adhere to the standards set out below.

APPROPRIATE ATTIRE FOR PREKINDERGARTEN – GRADE 8 STUDENTS

Item	Color	Style	Other
Slacks and Pants	Khaki, navy blue, or black, in a solid, single color.	Pleated or flat front, full length, appropriately fastened at the waist. Pants with loops require belts. Material may be cotton, canvas, corduroy, linen, polyester, or twill.	
Tops	White shirts and/or an additional solid color top as determined by the campus.	Shirts and blouses must have short or long sleeves with button down or straight collars. Turtleneck and polo styles are permitted.	Trademarks (logos), if any, must be one inch or less. District school logos are permitted and are not limited in size.
~~Skirts and Jumpers~~ Skirts, Jumpers, Shorts, and Capris	Khaki, navy blue, or black, in a single, solid color.		

Cardigans and Sweaters	Should match an accepted uniform color.	All must be worn over a collared shirt, turtleneck, or polo-style top.	District school logos are permitted and are not limited in size. (All District-issued school jackets are permitted.)
Jackets		**Appropriately sized.**	**Jackets containing offensive slogans, symbols, and other suggestive or controversial designs are not allowed. All District-issued school jackets are permitted.**
Foot- wear		Athletic shoes, loafers, dress shoes, or other closed-toe/closed-heel shoes. Mules described as closed toe and open-heel are appropriate.	

Grades 9-12

Principals, working in consultation with the Site-Based Decision-Making Committee, Parent Teacher Association, and administrative staff, are authorized to implement a mandatory standardized dress code in alignment with the prekindergarten through eighth-grade guidelines for their individual campus provided they comply with the 90-day rules and the exemption guidelines outlined in FNCA (LEGAL). Each high school will inform students and parents of appropriate dress and grooming requirements.

All Grades

Deviations or exceptions to dress code policy must relate to the curriculum of the specific class, e.g., physical education or JROTC. Whether or not a student is dressed appropriately or properly groomed shall be left to the discretion of the principal or his/her designee.

Student complaints regarding appropriate attire and grooming for religious and/or philosophical reasons shall follow the complaint procedures outlined in FNCA (REGULATION). See Complaints and Concerns on page 41.

Electronic Devices and Technology Resources (All Grade Levels)

See policies at CQ.

Possession and Use of Personal Telecommunications Devices, Including Cellular Phones

For safety purposes, the District permits students to possess personal cellular phones; however, these devices must remain turned off during instructional class time, including all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunication devices such as netbooks, laptops, tablets, or other personal computers.

The use of cellular phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. If a student uses a cellular phone without authorization during the school day, the device will be confiscated. Confiscated telecommunications devices that are not retrieved by the student or his/her parents will be disposed of after the notice required by law. (See policy FNCE.) In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel.

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel.

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Student Technology Acceptable Use Policy

All students in Dallas ISD must adhere to specific standards while using District-owned technology resources for educational and instructional purposes. Students have access to the following District technology resources: e-mail, network, computer hardware/software, and Internet.

It is the student's responsibility to abide by the rules of the District's policies and regulations. Breaches may result in restricted use or loss of privileges on the Internet. These rules of behavior include, but are not limited to, the following:

- Electronic mail (e-mail) and online history is not guaranteed to be private. Administrators, teachers, and other staff who operate the systems have access to email and other electronic communications. Messages and online searches relating

to or in support of illegal activities may be reported to the authorities. Files stored on the District servers or hosted technology services may or may not be considered private.

- Students should not exchange or discuss District network accessibility information with other students or individuals or attempt to use other student, teacher, or staff accounts.
- Students are not permitted to alter District provided equipment or download or install or remove software without permission.
- Students should not reveal their personal home address, home phone number, or school address or that of other students.
- Students should not attempt to bypass network filtering or disable or bypass any Internet filtering device.
- Students are not permitted to create, publish, submit, or display any discourteous, hostile, or offensive statements or materials and should report behavior of this nature.
- Students must obey copyright and plagiarism laws (acknowledge the work and ideas of others when referencing them in the student's own work).
- Students are not allowed to misuse school resources through unapproved technology use, e.g., playing games, watching videos, accessing or participating in chat rooms, downloading music, attempting to access social media sites, etc.
- If students encounter an inappropriate image or website or are emailed a link to questionable material, he or she must exit the program immediately and contact a teacher or other staff member.
- E-mail should be used for educational purposes only and to achieve the District's educational goals. When communicating through e-mail or other electronic means, be respectful and use appropriate language.
- If a student is issued a District-owned technology device, they also will receive instructions on the proper use, care, and return of the device.

Unacceptable and Inappropriate Use of Technology

- Students are prohibited from the use of social media and electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, and damaging to another's reputation, including but not limited to students, teachers, staff, or volunteers.
- Students should not participate in illegal activities and should report such behavior.
- Students shall not use the Internet or other electronic communications on or off school property to send, post (social media), or hold electronic messages that may be involved in or contribute to illegal behavior or threaten school safety.
- Students should not make appointments to meet people they've met online. If a request for such a meeting is received, it should be reported immediately to a teacher or administrator.
- Any student or person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as *sexting*, will be disciplined according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement.

The District prohibits bullying or harassment through electronic means regardless of the

device used, the network used, or the location of use. [See policies FFH and FFI.]

These rules apply to conduct, including cyberbullying and sexting language or activities, on or off school property, regardless if the equipment is District or personally owned and/or it results in disruption to the educational environment and personal injuries. Students and parents should report immediately any suspicious behavior or misuse of technology to their teacher or other campus administrator.

Violation of the regulations above are unethical and may result in computer access privileges being suspended or revoked. Additionally, violation of the regulations may lead to disciplinary and/or legal action being taken. We encourage you to review with your child *Before You Text* Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology, which can be found at http://beforeyoutext.com.

Dallas ISD is not legally responsible for any damages the user may undergo while using, having used, or resulting from the use of the District's network, Internet, or email communication. The District will not be liable for unauthorized use of the system that may result in a financial obligation.

Reporting Violations

Students and parents must immediately report any known violation of the District's applicable policies, Internet safety plan, or responsible use guidelines to a teacher or campus administrator. Students and parents must report to a teacher or campus administrator any requests for personally identifiable information or contact from unknown individuals, as well as, any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

~~English Learners (All Grade Levels)~~
Emergent Bilingual Students (English Learners) (All Grade Levels)

Dallas Independent School District values the cultural and language assets of all students and provides instructional programs to best meet the educational needs of the whole student. Texas Education Code Chapter 89.1215 requires that for each new student enrolling for the first time in a public school in any grade, parents are required to complete a Home Language Survey.

A student who is an **Emergent Bilingual student** **~~English learner~~** is entitled to receive specialized language services from the District. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) **will be formed, which** will **~~convened and will~~** consist of both District personnel and at least one parent representative (who does not work for the District).

The LPAC shall give written notice to the student's parent advising that the student has been classified as an **Emergent Bilingual student** **~~English learner~~** and requesting approval to place the student in the required **Dual Language**, English as a Second Language (ESL), **or Sheltered** program **(Texas Education Code Chapter 89.1220)**.

In order to determine a student's level of proficiency in English, the LPAC will use information from **a** state-approved language-proficiency assessment. Once the parent approves program placement, the student will receive instructional **~~accommodations~~** and language support**s** as **determined by the LPAC**. Ongoing assessments will be conducted to monitor and review the student's progress to ensure academic success and linguistic proficiency.

Annually, the LPAC will determine the most appropriate assessment for each ~~English learner~~ **Emergent Bilingual student,** to demonstrate mastery of academic knowledge and skills, including which accommodations **and language of assessment** are necessary for any local or state-mandated assessments.

The Texas English Language Proficiency Assessment System (TELPAS) is administered annually to all ~~English learners~~ **Emergent Bilingual students**, including dually identified ~~English learners~~ **Emergent Bilingual students** who receive special education services and students whose parents did not approve services.

At the end of the academic year, the LPAC will meet to review the student's progress and determine whether the student will continue in the Dual Language, ESL ~~program~~**, or Sheltered program** or qualifies for exiting. The campus LPAC is responsible for exiting all ~~English learners~~ **Emergent Bilingual students** according to the criteria provided Texas Education Code 89.1226. Students who are recommended for program exit are to be monitored by the LPAC for ~~four~~ **two** academic years after the exit.

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

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

Participation in school-sponsored activities is a District goal for all students and an excellent way to develop talents, receive individual recognition, and build strong friendships with peers. Participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the District arranges transportation for these events, students are required to use the transportation provided by the District to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor [see Transportation on page 100].

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Parents also are expected to complete any required UIL paperwork and submit online per instructions provided by the activity's coach or sponsor. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Handbook online at www.uiltexas.org/athletics/manuals. The coach or sponsor of the activity can provide a hard copy upon request.

To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, contact the Curriculum Division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. Visit the UIL website at www.uiltexas.org for additional information on all UIL-governed activities.

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

In addition, the following provisions apply to all extracurricular activities:

Eligibility for All Extracurricular Participants Before the First Six Weeks of the School Year

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met.

- Students beginning grade nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits, which count toward state high school graduation requirements.
- Students beginning their third year of high school must have earned a total of 10 credits, which count toward high school graduation credits, or have earned a total of five credits, which count toward high school graduation requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school must have earned a total of 15 credits, which count toward state high school graduation credits, or have earned a total of five credits, which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

Eligibility for All Extracurricular Participants After the First Six Weeks of the School Year

- A student who receives a grade below 70 at the end of any grading period (after the first six weeks of the school year) in any academic class (other than an honors class as defined in TAC Chapter 74.30) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that the student has: (1) earned a passing grade (70 or above) in all academic classes, other than honors classes as defined in TAC Chapter 74.30 and (2) completed the three school weeks of ineligibility and seven calendar day waiting period.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period.
- Students enrolled in honors courses, such as AP, PreAP, International Baccalaureate or dual credit, must have a grade of 60 or higher at the end of any grading period for eligibility purposes only. If a student makes below a 60 in an honors class, at the end of a grading period, they may submit a waiver application for approval to maintain their eligibility [EIA (REGULATION)].
- A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sightreading Evaluation, may perform with the ensemble during the UIL evaluation performance. [TAC Chapter 76.0001]
- A student who receives special education services and who fails to meet the standards in the IEP may not participate for at least three school weeks.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- An absence for participation in an activity that has not been approved will be an unexcused absence

Standards of Behavior

Sponsors of student clubs, academic competitions, and performing groups such as band, choir, cheerleading, drill teams, and athletic teams must follow all eligibility requirements (No Pass, No Play) and may establish standards of behavior, including consequences for misbehavior, that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

Athletics

The UIL Legislative Council strengthened penalties for player ejections. Section 1208 (i) of the UIL Constitution and Contest Rules (C&CR) now includes a minimum suspension for any player ejected from a contest.

Penalties

- Football – Ejected players miss the rest of the game from which they were ejected plus the first half of the next game. **(Exception: Disqualification/ejection as a result of a targeting foul does not require the player to miss the first half of the following game.)**
- Other Sports – Ejected players miss the rest of the game from which they were ejected plus all of the following game. Soccer Exception: This section does not alter the current point penalty for soccer player ejections. Soccer will continue to use the point structure as required by NFHS soccer playing rules.

Fees (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, may be required to furnish personal or consumable items, including pencils, paper, pens, erasers, notebooks and school uniforms. The board may require payment of the following fees or deposits:

- Materials for a class project that the student will keep
- Membership in clubs or student organizations and admission to extracurricular activities when membership or attendance is voluntary
- Security deposits for the return of materials, supplies, or equipment
- Personal physical education and athletic equipment and apparel. A student may provide his or her own equipment or apparel if it meets reasonable requirements and standards established by the board
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- An authorized, voluntary student health and accident benefit plan
- A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the District
- Personal apparel used in extracurricular activities that becomes the property of the student

- Parking [See policy CLC (REGULATION)] and student identification cards
- Lost, damaged, or overdue library books
- Optional courses offered for credit that require use of facilities not available on District premises
- Summer school for courses that are offered tuition-free during the regular school year
- A reasonable fee for providing transportation to a student who lives within two miles of the school
- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent signs a District-provided request form.
- Permitted by any other statute
- In some cases, for an online course

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [For further information, see policies at FP.]

Fundraising (All Grade Levels)

Board Policies FJ (LEGAL), (LOCAL), and (REGULATION) and FFA (REGULATION) address fundraising activities. All fundraising projects shall be subject to the approval of the principal, executive director/assistant superintendent, and superintendent.

Fundraising activities by student groups and/or for school-sponsored projects are allowed, with prior administration approval and under the supervision of the student group/project sponsor. All fundraisers require prior approval via submission of the appropriate fundraisers request form to the principal, Board of Control, and appropriate School Leadership supervisor. This includes fundraisers held by organizations whose 501(c)(3) nonprofit status is based on the support and benefit of the campus and students, as approved by the Internal Revenue Service.

Funds raised must be receipted, deposited, and disbursed in accordance with CFD (LOCAL). No outside organizations of any sort may solicit contributions of any type from students within the schools without prior approval as noted above.

Fundraising activities involving food shall be in compliance with Board Policy FFA (LOCAL) and (REGULATION). All competitive food on campus must meet federal and state nutrition standards and comply with local Wellness Policy time and place rules, FFA (REGULATION).

- Fundraising event where the Competitive Food Nutrition Standards do not apply. Each campus may have up to six exempt fundraising days per year. Food and beverage items sold for exempt fundraisers cannot be sold in competition with school meals in the food service area during the school meal service. Exemption days are determined at the discretion of the school campus and must be scheduled on the campus calendar.
- Concessions - Outside school: The sale of plain water and Smart Snacks & Beverages are encouraged along with other items. [FFA (REGULATION)]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest

category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any District-owned or leased property or campus playground.

Grade Classification (Grades 9–12 Only)

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

Credits Earned	Classification
5 or more	Grade 10 (Sophomore)
12 or more	Grade 11 (Junior)
19 or more	Grade 12 (Senior)

Grading (All Grade Levels)

Teachers follow grading guidelines that have been approved by the superintendent and are designed to reflect each student's academic achievement for the grading period, semester, or course.

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

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

For more information on the District's grading policies, including progress reports and report cards, go to Academics / Grading Policy (dallasisd.org).

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the

District:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the District;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the District, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the District will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See Standardized Testing on page ~~82~~ **79**.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;

- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A Personal Graduation Plan will be completed for each high school student, as described on page ~~76~~ **57**.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the District will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A student may satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education.
Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4

Social Studies, including Economics	3	3

Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Health (Dallas ISD Local)	.5	.5
Electives	4.5	6.5
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- Mathematics. To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- Languages other than English. Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a District committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering 9th grade which endorsement he or she wishes to pursue. Please go to Graduation Plan / Pick Your Path - Endorsements (dallasisd.org) for information on endorsements.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The District encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her class rank.

The school will review personal graduation plan options with each student entering 9th grade and his or her parent. Before the end of 9th grade, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement. A student may, with parental permission, amend his or her PGP after the initial confirmation.

Please review TEA's Graduation Toolkit.

Certificate of Coursework Completion

The District does not issue a certificate of coursework completion to seniors who successfully complete state and local credit requirements for graduation but fail to perform satisfactorily on the exit-level exams.

Students with Disabilities

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

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

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Graduation Expenses

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

semester of the senior year.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the District may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the District. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or ~~**career and technical education**~~ **Career and Technical Education (**CTE), the District will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Scholarships and Grants

In order to determine student eligibility for different types of financial aid for college, including grants and many scholarships, students need to complete either the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA), but not both. To review FAFSA filing requirements, visit http://www.fafsa.gov/or contact the financial aid office at the institution you plan to attend. Students who are classified as Texas Residents but are ineligible for federal financial aid using the FAFSA are encouraged to complete the TASFA. TASFA applications and instructions can be downloaded at http://www.collegeforalltexans.com

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. State and federal grants and scholarships available to students attending Texas colleges and universities are listed at http://www.collegeforalltexans.com/apps/financialaid/tofa.cfm?Kind=GS. Certain curriculum requirements should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs.

Each college financial aid office is responsible for awarding financial aid to students. Submitting the FAFSA or TASFA and scholarship applications early increases the likelihood that students will receive all of the financial aid for which they qualify. Contact the school counselor for information about other scholarships and grants available to students.

Hazing (All Grade Levels)

The District does not tolerate hazing. Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Examples include:

- Any type of physical brutality
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm

- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation
- Any activity that induces, causes, or requires the student to violate the Penal Code

If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the *Student Code of Conduct*. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [See Bullying on page ~~34~~ **27** and policies FFI and FNCC.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, contact the school to let them know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever of 100 degrees, he or she must stay out of school until fever free for 24 hours without fever- reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A student that has an infectious disease or has a risk of infectious disease that requires monitoring by local health officials, must stay home until cleared by the health department to return to school. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

~~**A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.**~~

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

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

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

~~***Face Coverings (Masks)***~~
~~**The District is continuously monitoring the number of positive cases and working with health professionals to assess the need for additional safety measures. The use of masks can help reduce the spread of COVID-19 and other communicable diseases, and Dallas ISD is currently recommending staff use masks in large gatherings, especially where responsible distancing is difficult. As always, staff who are immune compromised should discuss protocols for meetings and large gatherings with their supervisors.**~~

~~**As the Dallas County Covid levels continue to change, campuses will share the most recent information to individuals requesting to visit or volunteer. Campus staff should consider utilizing virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors.**~~

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

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella (German measles), poliomyelitis (polio); hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

A student who is homeless, as defined in the McKinney-Vento Homeless Education Act, is enrolled in the District for 30 days if acceptable evidence of immunizations is not available. A student who is a “child in foster care,” as defined by Title 45, is enrolled in the District for 30 days if acceptable evidence of immunizations is not available. A military dependent can be enrolled in the District for 30 days pending immunization records.

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

As noted under Bacterial Meningitis on page 81, students entering college also must, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual-credit course taken off campus may be subject to this or other vaccination requirements.

See policy FFAB (LEGAL), the Dallas ISD website at www.dallasisd.org/Page/120, and the TDSHS website at https://www.dshs.texas.gov/immunize/school/meningitis-information-for- students---parents for more information.

Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store.

After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse then can offer additional recommendations,

including subsequent treatments and how best to get rid of lice and prevent their return. More information can be found on the TDSHS website at www.dshs.state.tx.us/schoolhealth/lice.shtm.

Notice will be provided to parents of elementary school students in the affected classroom without identifying the student with lice. [See policy FFAA]

Medicine at School (All Grade Levels)

The school nurse or other authorized District employee may administer prescription or nonprescription medication to students during school hours in accordance with policy FFAC. Only nurses may administer District provided nonprescription medication in accordance with a standing order and procedures approved by a physician.

Herbal or dietary supplements provided by the parent may only be administered if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent **or guardian** and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication. If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal. [See policy FFAC.]

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

Mental Health Services is a unique department within Dallas ISD serving students who are experiencing significant social, emotional, or mental health challenges. The department is comprised of licensed mental health clinicians who provide services both on school campuses and in District-based health centers. Services include individual/family/group therapy, psychiatry services, and consultation on suicide and violence risk assessments. A referral for services may be initiated by the Student Support Team, counselor, parent/**guardian,** or administrator. **In addition, a referral can be initiated by the student as well as other District staff.** [For additional information, see policy FFE (LEGAL), (LOCAL) and FFAE.]

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

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the District has procedures to support the student's return to school. Please contact the campus Mental Health Services Clinician for further information.

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

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

For related information, see:

- Consent to Conduct a ~~**Psychological Evaluation**~~ **,Mental Health Evaluation** or Provide a Mental Health Care Service on page ~~**10**~~ **3** for the District's procedures for recommending a mental health intervention and contacting the campus mental health clinician;
- ~~**Counseling on page 42 for the District's comprehensive school counseling program;**~~
- Physical and Mental Health Resources on the Mental Health Services website at www.dallasisd.org/mentalhealth for campus and community mental and physical health resources.

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

State law requires the District to provide information about bacterial meningitis. Please see https://www.dshs.texas.gov/immunize/school/meningitis-information-for-students---parents/ or contact your school nurse for additional information about bacterial meningitis.

*The TDSHS requires at least one quadrivalent meningococcal vaccination between grades 7 and 12 on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that students entering college must show, with limited exception, evidence of

receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. All students are encouraged to obtain the vaccine. Please see the school nurse for more information, as this may affect students who wish to enroll in dual-credit courses taken off campus. Refer to Immunization on page 78 for more information.

Diabetes

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

Food Allergies (All Grade Levels)

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

The District has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis.

When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. Contact the school nurse for more information. [See policy FFAF.]

Seizures (All Grade Levels)

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

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

Campus

- Each campus has at least one full-time nurse.
- Each campus has at least one full-time counselor. Go to Counseling Services / Contact Your School Counselor (dallasisd.org) to contact your student's counselor **You can also contact the school based clinician assigned to your campus.**

Community

- The local public health authority is *Dallas County Health and Human Services*, which may be contacted at 214-819-2000. Their website is Health and Human Services | Home (dallascounty.org).
- The local mental health authority is *North Texas Behavioral Authority*, which may be contacted at 214-366-9417. Their website is North Texas Behavioral Health Authority – …think populations …see individuals. (ntbha.org)

Health Screenings (All Grade Levels)

Athletics Preparation

~~**A student who wishes to participate in or continue participation in the District's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required to be submitted annually to the District.**~~

A student who wishes to participate in or continue participation in the District's UIL athletics programs must complete a Pre-participation Physical Evaluation Form (PPE) from a health-care provider. The PPE is one of eight UIL forms that must be completed prior to athletic participation. All UIL forms will be found on Atkivate for parents or guardians of the student to fill out. All forms are required to be submitted annually to the District and uploaded to the District's sports management system Atkivate.

Hearing Screening Program

All students who meet the TDSHS criteria must be screened or have a professional examination for possible hearing problems.

Spinal Screening Program

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

All students who meet the TDSHS criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the school nurse. [See policy FFAA.]

Vision Screening Program

All students who meet the TDSHS criteria must be screened or have a professional examination for possible vision problems.

Other Examinations and Screenings

Students are required to undergo a risk assessment for type 2 diabetes at the same time the District screens students for hearing and vision issues or for abnormal spinal curvatures. [See policy FFAA.]

Homeless Students (All Grade Levels)

You are encouraged to inform the District if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the District's McKinney-Vento homeless liaison, Ashley Marshall, at (972) 749-5750 or email homelesseducation@dallasisd.org. [See A Student Who Is Homeless on page 80.]

Homework (All Grade Levels)

Homework assignments are related to the essential knowledge and skills and used as independent practice activities. They are to be completed outside the regular classroom and returned so they can be reviewed by the teacher with feedback provided to the student.

Instructional Materials, Electronic Instructional Materials, And Technological Equipment (All Grade Levels)

State-approved and District-selected instructional materials are provided to students free of charge for each subject or class. Electronic instructional materials and technology equipment also may be provided to students in certain circumstances. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free instructional materials and equipment until the item is returned or paid for by the parent; however, the student will be provided instructional materials and equipment for use at school during the school day. [See policy CMD (LEGAL) and (LOCAL).]

Interviewing Students (All Grade Levels)

School officials have the legal authority and responsibility to investigate violations of the Student Code of Conduct and to interview students without prior notice to parents/legal guardians or the consent of parents/legal guardians in order to do so. This authority derives from the common law doctrine of "in loco parentis," which means school officials are standing in the place of the parents when students are at school or attending school activities. School officials, including law enforcement officers acting as school officials, exercise this authority to maintain the safety and security of the school environment and to prevent the disruption of instructional programs.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview. ~~**The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.**~~ The principal will verify the identity of the officer or other authority.

Students Taken into Custody

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

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

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

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

The principal does not have the authority to prevent or delay a student's release to a law enforcement officer. It is the responsibility of the entity taking the student into custody to notify the student's parents.

Notification of Law Violations

The District is required by state law to notify:

- All instructional and support personnel who are responsible for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors
- All instructional support personnel who have regular contact with a student who is required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors

Leaving Campus (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. The parent must show identification.
- For students in high school, the same process will be followed. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office at least two hours prior to the student's need to leave campus.

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work after an Absence (All Grade Levels)

Students are permitted to make up assignments and tests after an absence. Students receive credit without penalty for satisfactory makeup work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time.

DAEP Makeup Work

Elementary and Middle School Grade Levels

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity, before the beginning of the next school year, to complete all work required for the course or grade level. Students and their parents are encouraged to discuss options for completing the coursework with the teacher or counselor. The District will not charge the student for any method of completion provided by the District. [See policy FOCA (LEGAL).]

Grades 9-12 Only

A student removed to a DAEP during the school year will have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student's high school graduation requirements. The District may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA (LEGAL).]

Reset Center Makeup Work (All Grade Levels)

Reset Center involves the assignment of a student to a specific room on campus for a period of time to be determined by campus administration. A student assigned to the Reset Center will receive assignments from each classroom teacher and will be expected to complete all work assigned.

Nondiscrimination Policy (All Grade Levels)

The Dallas Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender, gender identity, gender expression, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions and provides equal access to the Boy Scouts and other designated youth groups. The District is required by Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; the Age Discrimination Act of 1975, as amended; as well as board policy, not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)

If you suspect discrimination, please contact:

Title IX
Orlando Gallegos, Title IX Coordinator
9400 North Central Expressway, Suite 1675, Dallas, TX 75321
TitleIX@dallasisd.org
972-581-4230

Title VII
Thomesa Brodnax, EEOC Compliance Manager
9400 North Central Expressway, Dallas, TX 75231
thbroadnax@dallasisd.org
972-925-5316

Section 504
Erin Y. Gracey, Section 504 Manager
912 South Ervay Street, Dallas, TX 75201
504@dallasisd.org
972-925-3280

American with Disabilities Act ("ADA")
Valerie Robertson, Benefits Director
9400 North Central Expressway, Suite 1400, Dallas, TX 75231
BenefitsReviewCommittee@dallasisd.org
Phone: 972-925-4048

General questions about the District should be directed to Constituent Services at (972) 925-5555.

Nontraditional Academic Programs (Secondary Grade Levels)

Early College Programs

Early College High Schools (ECHS) and P-TECH programs prepare students for successful career and educational futures through a full integration of high school, college, and the workplace. These programs improve academic performance and self-concept, and increase high school and college/university completion rates. As students progress through the programs, they develop the skills and confidence that enable them to be successful in a college environment. The college and the high school support them with counseling, seminar classes, and enrichment opportunities and provide tuition and books for college classes.

Students have the opportunity to earn up to two years of college credit (60 hours) and/or earn an Associate Degree and industry certification(s) by taking dual-credit and concurrent-credit classes. For more information about the ECHS and P-TECH programs, visit the District's website at www.dallasisd.org/Page/41445.

Evening Academy

Students currently enrolled in school may, with the approval of their school counselor and principal, recover lost credit(s) by taking evening classes. Students must be at least 16 years of age to participate, and they must have their enrollment card completed and approved by their school counselor prior to enrollment.

Students may enroll in a maximum of two (2) one-half (1/2) credit classes each semester. Evening classes are offered at no cost, whether in District or from out of District. For more information, visit the District's website at Districtwide Student Initiatives / Evening Academy(dallasisd.org), contact

your school counselor or contact the Evening Academy office at (972) 502- 3458.

Maya Angelou High School

This educational program meets the needs of pregnant students by offering the District curriculum in grades ~~six~~ **6** through 12 with a focus on health, child development, and parenting skills. In addition to regular academic classes, programs and services emphasizing prenatal health, parenting, and childcare are provided for pregnant students who choose to attend this alternative school. Referral to the program is coordinated by the school nurse who will provide forms to be completed by the attending physician. The sending school counselor will plan the student's academic program. Credit earned at Maya Angelou applies toward GPA, rank, and honors eligibility at the home school. Graduation will be from the home school.

Reconnection Centers

Reconnection Centers are located on all comprehensive high school campuses. These centers are blended learning environments where the student completes coursework online while receiving academic support and guidance from the campus Reconnection Center facilitator. A student can be enrolled in the Reconnection Center before, during, and/or after school while maintaining a regular campus schedule in order to graduate on time. Enrollment occurs for the following reasons:

- A student failed previous semester coursework **or is failing coursework** in the traditional classroom setting with an average below 70
- A student needs to complete coursework for graduation for the first time (original credit)
- A student needs additional academic assistance in the form of online tutorials for the STAAR/EOC examination (English I, English II, Math, Biology or U.S. History)

The referring counselor will complete the preliminary enrollment form along with the appropriate supporting documentation. After approval from the campus Reconnection Center facilitator, the student is enrolled in the prescriptive coursework. All students shall adhere to the guidelines established by the campus Reconnection Center facilitator with regard to attendance, coursework access, weekly assignment goals, and completion of coursework.

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic

programs, including special programs, offered in the District.

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and adhering to the options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Counseling on page 38.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards and Conferences on page 78.]
- Becoming a school volunteer. [For further information, see policy GKG and Volunteering on page 92.]
- Participating in campus parent organizations. Please contact the school office for a list of parent organizations.
- Serving as a parent representative on the District-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB.]
- Serving on the School Health Advisory Council (SHAC), assisting the District in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council (SHAC) on page 10.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about District operations. [See policies at BE and BED for more information.]

Pest Management Plan (All Grade Levels)

The District is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the District strives to use the safest and most effective methods to manage pests, including a variety of nonchemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and the Texas Department of Agriculture and are applied only by certified pesticide applicators. Prior to indoor applications, signs will be posted 48 hours in advance of the treatment. In the event of biting or stinging insects, an emergency treatment waiver will be authorized by applicable signature (e.g., IPM Coordinator, IPM Applicator, or administrator).

All outdoor applications signage and a notice of application signed by the campus

administrator will be posted at the time of treatment. Signs will remain until it is safe to enter the area as described by the time period on the product label. Parents or staff who have questions or who wish to be notified directly about upcoming pesticide applications at a District campus or building may contact the District's IPM Coordinator in the Environmental, Health, and Safety Department at 972-925-5325.

Physical Activity Requirements

Elementary School

In accordance with policies EHAB, EHBG, and FFA, the District will ensure that students in kindergarten through grade five engage in moderate to vigorous physical activity for at least 30 minutes per day or 135 minutes per week (e.g., three days per week for 45 minutes). Students in full-day prekindergarten are able to participate in moderate or vigorous daily physical activity for at least 30 minutes per day throughout the school year as part of the District's physical education program or through structured activity during a campus' daily recess. For additional information on the ~~d~~**D**istrict's requirements and programs regarding student physical activity in elementary school, please see the STEM Health and Physical Education Department's webpage or board policy EHAC (LEGAL) and (LOCAL).

Middle School

In accordance with policies EHAB, EHBG, and FFA, the District will ensure that students in middle school engage in 30 minutes of moderate to vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate to vigorous physical activity within a two- week period for at least four semesters, if block scheduling, as part of the ~~d~~**D**istrict's physical education program. For additional information on the ~~d~~**D**istrict's requirements and programs regarding student physical activity in middle school, please see the STEM Health and Physical Education Department's webpage or board policy EHAC (LEGAL) and (LOCAL).

High School

In accordance with legal policy, students must earn one physical education graduation credit. One credit may be earned for any physical education course. For additional information on the ~~d~~**D**istrict's requirements and programs regarding student physical activity in high school, please see the STEM Health and Physical Education Department's webpage or ~~d~~**D**istrict policy EHAC (LEGAL) and (LOCAL).

Physical Fitness Assessment

Annually, the ~~d~~**D**istrict will conduct a state mandated physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the school's administration to obtain the results of his or her child's physical fitness assessment conducted during the school year. For additional information on the ~~d~~**D**istrict's requirements and programs regarding student physical fitness assessment, please see the STEM Health and Physical Education Department's webpage or board policy FFAA (LEGAL) and (LOCAL).

Pledges of Allegiance and A Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags on page 17.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when Sept. 11 falls on a regular school day in remembrance of those who lost their lives on Sept. 11, 2001. [See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

Grades PK-8

Promotion is based on mastery of the curriculum. Expectations and standards for mastery are established for each grade level, content area, and are coordinated with compensatory/accelerated services. In addition, at certain grade levels, a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between Jan. 1 and the date of the first administration of the STAAR (see Standardized Testing on page 82).

Prekindergarten and kindergarten students are not retained due to the voluntary status of enrollment. Prekindergarten, kindergarten, and first-grade students receive grades of E (excellent), S (satisfactory), and N (needs improvement). First-grade students are considered for retention if mastery of grade-level objectives is not reflected by assessment methods, especially in language arts and mathematics. If a student is being considered for possible retention, a parent conference must be held. In grades ~~**two**~~ **2** through **8** ~~**eight**~~, promotion to the next grade level is based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. [See policy EIE (LOCAL).]

In order to be promoted to grade six, students enrolled in grade five must perform satisfactorily on the mathematics and reading sections of the grade five assessment in English or Spanish. In order to be promoted to grade nine, students enrolled in grade eight must perform satisfactorily on the mathematics and reading sections of the grade eight assessment in English.

Any student in grades ~~**one**~~ **1** through **8** ~~**eight**~~ who does not meet the criteria outlined above for promotion to the next grade level may attend extended-year program(s) provided by the District in applicable content areas. Students who attend at least 90 percent of the extended-year program days in the applicable content area(s) will be promoted to the next grade level at the beginning of the school year on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

Retention of students is not shown to be an effective strategy for improving student achievement. The District and individual campuses have established procedures designed

to reduce the number of students retained. A parent, however, may present a written request to the school principal asking that the student not be promoted.

The ARD committee determines promotion/retention procedures and academic achievement level expectations through the IEP for students who receive special education services.

Any student who attends optional extended-year programs with the required 90 percent attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as at-risk will be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services.

In assessing students who are speakers of languages other than English for mastery of essential knowledge and skills, the District will be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills.

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

For information related to the development of Personal Graduation Plans for high school students, see Personal Graduation Plans on page ~~77~~ **57**.

Grades 9-12

High school students are promoted/retained according to semesters completed and the number of state credits earned in grades ~~**nine**~~ **9** through 12. Classification is based on the following:

- Grade 10 (Sophomore) – 5 or more credits and two full semesters in grades nine through 12
- Grade 11 (Junior) – 12 or more credits and four full semesters in grades nine through 12
- Grade 12 (Senior) – 19 or more credits and five or more full semesters in grades nine through 12

Classification is established at the beginning of the fall semester only. Exceptions are made for junior students who become eligible for spring graduation on the basis of credits earned during the fall semester. High school principals are responsible for the classification of students. [Information regarding promotion/retention is found in policy EIE (LOCAL)]

Public Information Requests (All Grade Levels)

The Dallas ISD, as a local governmental entity, is subject to the requirements of the Texas Public Information Act. Information regarding public information requests and the procedures for making a request are posted on the District's website at www.dallasisd.org.

From the bottom of the home page, click Public Information Requests or go to www.dallasisd.org/pubinforeq.

Racial, Socio-Economic, and Educational Equity Policy (All Grade Levels)

Dallas ISD is committed to addressing systemic disparities and promoting educational equity. This commitment has been established through the creation of the Racial Equity Office and passage of the Racial, Socio-Economic, and Educational Equity Policy [AEA (Local)]. This policy can be found at https://pol.tasb.org/Policy/Download/361?filename=AEA(LOCAL).pdf

Release of Students from School (All Grade Levels)

~~**A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus.**~~ **Students shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave. No elementary or middle school student may be excused during school hours for private lessons of any nature, and no high school student may miss a class to take private lessons. Upon request of the parent or student (if 18 or older), the principal may approve released time for employment (other than vocational cooperative programs) for junior or senior students, not to exceed one hour per day. (FEF Local)**

Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

When a student is being removed from the campus for disciplinary reasons, parents should be contacted to pick up the student. When parents are not able or willing to pick up the student being removed for disciplinary reasons, to protect student safety, the following guidelines should be followed:

Students should be placed in in-school suspension or other appropriate areas of isolation if parents are not able to pick them up.

Administrators should not transport students in their own vehicles to their home or parent's workplace as they would be liable for any accident or injury that occurs.

Dallas ISD Police Department should be called to pick up students whose behavior continues to compromise the safety and security of the campus and creates a public nuisance.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the principal and the student's parent**/guardian**.

Report Cards and Conferences (All Grade Levels)

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL). Also, see Grading on page 57.

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or other students at risk
- Follow the behavioral standards in this handbook and the *Student Code of Conduct*, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member
- Know emergency evacuation routes and signals
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded or announcement is made, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

The following actions should be taken in the event of the below listed Emergencies:

- ***Lockdown* - all staff and students should immediately seek shelter and get behind a locked and closed door and follow all steps outlined within the Campus Emergency Operations Plan.**
- ***Secure* - all staff and students get inside, remain there, and follow all steps outlined within the Campus Emergency Operations Plan.**
- ***Evacuation* - all staff and students move to per-designated muster locations, avoid the use of elevators, and follow all steps outlined within the Campus Emergency Operations Plan.**
- ***Shelter in Place (Severe Weather)* - all staff and students move to either the campus storm shelter or the per-designated sheltering location and follow all steps outlined within the Campus Emergency Operations Plan.**

Emergency Medical Treatment and Information

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

The District may provide emergency assistance to any person who appears or is believed to be experiencing an opioid-related overdose or an opioid-related exposure by administering intranasal Naloxone (Narcan).

Emergency School-Closing Information

If schools are to be closed when inclement weather is forecasted or prevalent, Communication Services shall post information on the District's website, Facebook page, and Twitter feed and notify TV and radio stations so that students, their parents, and employees can make plans accordingly.

Once the school day has commenced, the District shall hold the schools open all day regardless of weather. Only in extenuating circumstances, i.e., lack of heat, damage to the building, or the like, will consideration be given for early release of students and/or staff. This consideration will be made on an individual school basis and determined by the superintendent or designee. The safety, health, and well-being of students will remain a priority.

In an emergency situation, the District may communicate with parents through real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the District has changed.

School Health Advisory Council (All Grade Levels)

The School Health Advisory Council (SHAC) assists the ~~**school**~~ District in ensuring that local community values are reflected in health-related curriculum and programs for the District. ~~**They**~~ **SHAC members** do not have any legal responsibilities within the school system, and ~~**SHAC**~~ members must be approved by the Board of Trustees. State law requires the SHAC to have a majority of parents of District students serving on the Board-approved council. The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, mental health services, **and** a safe and healthy school environment~~**, nutrition services, recess recommendations, and employee wellness**~~. During the preceding school year, the District's SHAC held ~~**six**~~ **five** meetings. For additional information regarding the District's SHAC, please contact the STEM ~~**Science & Wellness Department at (972) 925-8811**~~ **Health and Physical Education Department at (972) 925-8963** or visit the ~~**STEM Science & Wellness**~~ **SHAC** website at ~~**https://www.dallasisd.org/Domain/149**~~ **https://bit.ly/DallasSHAC**. [For more information, see policies BDF and EHAA and Human Growth and Development and Human Sexuality Instruction on page 10.]

School Meal Programs (All Grade Levels)

Looking for great meals that boost student achievement, are healthy, and made fresh daily? Look no further than your local cafeteria and school kitchen! Due to a special program, all Dallas ISD students eat for free. Friendly service, meals that regularly feature farm-fresh and Texas-grown/made foods, and plates/trays which are environmentally-friendly, your school's meals are a key part of you performing at your best.

Students may choose from a variety of foods, including fresh fruits and vegetables, whole grain-rich breads and grains, lean meats, and low-fat dairy. Vegetarian options are offered daily. Students are allowed to select foods they want to eat, but they are required to choose a fruit or vegetable at both breakfast and lunch as part of the free meal. Breakfast in the classroom is provided to select grade levels. Early Childhood programs for 3- and 4-year-olds will be served a full meal with all food groups.

In order to allow for differing calorie needs of students, Dallas ISD has increased the number of side items allowed with a meal. Elementary and middle school students are allowed to select an additional vegetable with lunch at no extra charge. High school students may select any additional non-entrée sides at no extra charge. The additional side does not include snack food sales. Students may purchase additional items ala carte.

Parents may place money in students' accounts for extra menu and snack items by going to www.MySchoolBucks.com, or they can restrict the purchase of any snack items by their children by

contacting the school's cafeteria supervisor. Negative charges on account are not allowed.

A free supper program is available at many schools that offer after-school educational or enrichment activities. Many elementary schools receive a free fruit or vegetable snack during the day as part of the Fresh Fruit and Vegetable Program. Summer meals are available at locations that offer summer programs.

Locally produced food is featured regularly on school menus, including fruits, vegetables, milk, and breads. Meals are prepared with care in campus kitchens by a team of dedicated staff. A Menu Advisory Committee meets periodically at various campus locations and is open to parents and students.

Menu modifications for special dietary needs are available as needed with a completed Food and Child Nutrition Services Dietary Request form. For more information, visit the Dallas ISD Food and Child Nutrition Services' website at www.dallasisd.org/Page/930 or contact your school cafeteria supervisor or school nurse.

Dallas ISD operates the breakfast and lunch program under Community Eligibility Provision (CEP). Meal applications are not collected by the Food and Child Nutrition Program. However, income surveys may be requested for students enrolling new to the District by other departments.

Searches, Metal Detectors, and Video Cameras (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Searches may include but are not limited to a student's outer clothing; a vehicle driven to school by a student and parked on school property; and the student's desk, locker, or any other District property. Any searches of personal telecommunications or other electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF (LEGAL).] Students also may be subject to search by a metal detector on a random or regular basis or on the basis of individualized reasonable suspicion.

Video/audio equipment may be used to monitor student behavior on buses and in common areas on campus. Students will not be told when the equipment is being used. See the *Student Code of Conduct.*

Special Programs (All Grade Levels)

The District provides special programs for gifted/talented students, homeless students, students in foster care, **~~bilingual students,~~** migrant students, **Emergent Bilingual students** **~~English language learners~~**, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the student's counselor.

Standardized Testing

Secondary Grade Levels

Many colleges require either the SAT or the ACT exam for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; admissions exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test.) The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT

and ACT. More information on these assessments can be obtained from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the Foundation High School Program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

Texas Success Initiative Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen- level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment also may be required before a student enrolls in a dual-credit course offered through the District. Achieving certain benchmark scores on this assessment for college readiness may waive certain EOC assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness) Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades three through eight
- Reading, annually in grades three through eight
- ~~**Writing, including spelling and grammar, in grades four and seven**~~
- Science in grades five and eight
- Social Studies in grade eight

Successful performance on the reading and math assessments in grades five and eight is required by law in order for the student to be promoted to the next grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's IEP.

The STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students in grades 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress **as determined by the Language Proficiency Assessment Committee.**

High School Courses—End-of-Course Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules, and will affect the plan under which the student may graduate.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. In each content area (English language arts, mathematics, science, and social studies), a student must achieve a satisfactory score. A student who does not achieve a satisfactory score on any individual assessment will be required to retake the assessment.

The STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee. A student's ARD committee also will determine whether successful performance on the assessments will be required for graduation within the parameters identified in state rules and the student's Personal Graduation Plan.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the District strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process as well as other educational services throughout the student's enrollment in the District.

For questions, please contact the District's foster care liaison, JoAnn Jackson Powell, at (972) 925-8989. [See also A Student in the Conservatorship of the State on page 23 for more information.]

Student Speakers (All Grade Levels)

See policy FNA (~~**LOCAL**~~ **LEGAL**).

Substance Abuse Prevention and Intervention (All Grade Levels)

The District is committed to supporting the health and wellbeing of students. If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, contact the school counselor for support and resources. The District's Alcohol and Drug Intervention Program increases awareness, expands prevention, facilitates intervention and promotes recovery for substance use/abuse in teens and youths in the District. The Alcohol and Drug Intervention Program website has information on parent resources, treatment locator, how to talk to your youth, and DISD Community Partnerships. Please visit https://www.dallasisd.org/domain/19609 for more information. The Texas Department of State Health Services maintains information regarding children's mental health and substance abuse intervention services at www.dshs.state.tx.us/mhsa-child- adolescent-services**.**

Suicide Awareness and Mental Health Support (All Grade Levels)

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of students. If you are concerned about your child, go to the Texas Suicide Prevention website at www.texassuicideprevention.org or contact the school counselor **and or the school based clinician** for more information related to suicide prevention services available in your area. You also may contact the National Suicide Prevention Lifeline at 800-273-8255.

Parent/Guardian:

Providing our District students and staff with a safe educational environment remains one of our top priorities. Secure firearm storage at home is key to keeping us all safe at school.

4.6 million American children live in homes with guns that are both loaded and unlocked.

Studies of school-based gun violence point to the same significant point for intervention: addressing students' unauthorized access to guns in the home. One recent study of targeted school violence incidents from 2008 to 2017 found that 76% of the firearms were obtained from the home of a parent or close relative.

What's more, unsecured guns in the home pose a risk to students *outside* school. Firearms are now the leading cause of death among children in the U.S. Every year, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. Distressingly, almost 40% of child gun deaths are suicides—nearly 700 child gun suicides annually (pre-pandemic). In most incidents, the gun used was one that belonged to someone in the student's home.

One study found that 87% of kids know where their parents' guns are kept, and 60% have handled them. Research shows that secure firearm storage practices are associated with up to an 85% reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects any child in your home as well as students throughout the school District and community.

BE SMART

Secure all guns in your homes and vehicles;
Model responsible behavior around guns;
Ask about unsecured guns in other homes;
Recognize the role of guns in suicide;
Tell your peers to Be SMART

You can learn more, including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at BeSMARTforKids.org.

____ I have read, and understand, the importance of secure firearm storage in my home and the importance of asking about secure firearm storage in homes that my child visits.

_____

Parent or Guardian Signature

_____

Parent or Guardian (Printed)

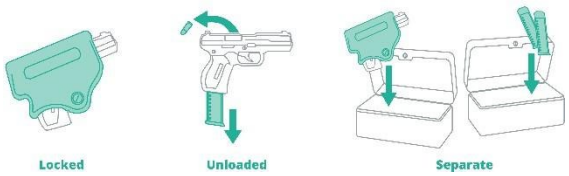
_____

Student (Printed)

_____

Date

Assume children and teens can find guns. Store firearms locked, unloaded and separate from ammunition.



Summer School/Extended-Year Programs

PK-K

Texas Education Code (TEC) 89.1250 (3)(b) Required Summer School Programs, requires Districts to provide a summer school program for students who are English language learners and who will be eligible for admission to kindergarten and first grade at the beginning of the next school year. Districts operating a two-semester system shall offer the program for one-half day for eight weeks while school is recessed for the summer or a total of 120 hours of instruction.

Grades Pre-K-12

All enrolled students may participate in summer learning opportunities. Summer programming options for students emphasize academic acceleration and enrichment activities. High School students have the opportunity to recover credit for courses not earned previously or to earn credit for courses taken for the first time**. ~~Any student in grades one through 12 who does not meet the criteria outlined for promotion to the next grade level due to academic achievement may attend extended-year program(s) provided by the District in applicable content areas. A student who attends at least 90 percent of the extended- year program days in the applicable content area(s) shall be promoted to the next grade level at the beginning of the school year but only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.~~**

~~A maximum of two middle school foundation courses may be taken in summer school. A student who has failed three foundation courses may attend summer school and shall be eligible for promotion if his or her summer school grades enable him or her to meet the promotion criteria. A student who attends 90 percent of the summer school session in one or two failed foundation courses may be exempted from the mandatory accelerated instruction program. A student who has failed more than three foundation courses may attend summer school if he or she so chooses, but shall not be eligible for promotion.~~

~~Any student who attends optional extended-year programs with the required 90 percent attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as at risk, shall be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services. These campus-based strategies/programs must meet established District guidelines for such interventions.~~

Teen Pregnancy and Parenting-Related Services (Secondary Grade Levels Only)

The Health Services Department's Teen Pregnancy and Parenting Program provides supplemental services to **student's** **~~the regular education program~~** for the purpose of increasing the academic achievement and reducing the dropout rate of pregnant and parenting teens. Case management services are provided to meet the emotional, social, physical health, and financial needs of the pregnant and parenting student. Services are provided to assist and support students' academic achievement through graduation as they learn to manage the responsibilities of parenthood.

For other nontraditional academic opportunities, see Credit by Exam on page **~~43~~** **36**, Nontraditional Academic Programs on page **~~87~~** **68**, and Summer School on page **~~98~~** **83**.

Transfers Between District Schools

See policies FD (LEGAL) and (LOCAL); FDA (LEGAL); FDB (LEGAL), (LOCAL), and (REGULATION); and FDAA (LEGAL).

Kindergarten through 12th Grade General Authority

The Board of Trustees or its designee may assign and transfer any student from one school facility or classroom to another facility or classroom within its jurisdiction (Education Code 25.031).

Students requesting a transfer may lose eligibility to participate in UIL activities for at least one calendar year, depending on the transfer.

Transfers

Students in kindergarten through 12th grade who reside in Dallas ISD may transfer from their assigned school to another school in Dallas ISD provided space is available and a transfer application is completed and approved. In approving transfers, the campus shall consider availability of space and instructional staff, academic records, the student's disciplinary history, and attendance records. Transportation is not provided.

School Choice Transfers/Public Education Grant

In 1995, the Texas Legislature created the Public Education Grant (PEG) program (Texas Education Code [TEC], §§29.201– 29.205) The PEG program permits parents of students in schools identified by the state as PEG to request a transfer to another approved school within the District.

Any campus that receives an *F* rating in both the *Student Achievement* domain and the *School Progress* domain is placed on the PEG List.

A list of PEG-designated campuses is provided to districts annually. By February 1, districts must notify each parent assigned to a campus on the PEG List. Parents may then request a transfer for the following school year.

Parents have until the last day of the spring semester to request a PEG Transfer through the Office of Federal and State Accountability. If a parent wishes to have their student transfer to a school outside the District, he/she must contact the other district. Student transportation is not provided under the PEG program.

Students Who Move During a Semester

In the event a student has moved during a semester he/she has the right to stay at the current school until the end of the semester in which the move occurs or they may immediately move to the school assigned to their new address. [See policy FDB (REGULATION).]

Grade 12 – Senior Option

Seniors who move into another Dallas ISD high school attendance area will be allowed, without transfer, to finish in the school where they are enrolled if they have sufficient credits to complete their work within that year. Seniors who have completed most of their work in a Dallas ISD high school and who move out of the area may elect to receive their diploma from their Dallas ISD high school. They may offer as much as one semester's work in the new school toward credit for their diploma, provided they have passed the state exit exam and their work fulfills graduation requirements. Careful planning with the receiving school to arrange for meeting deadlines is necessary. (https://www.dallasisd.org/Page/56408)

Transportation (Grades K-12)

Buses and Other School Vehicles

The District makes school bus transportation available to all eligible students ~~**living two or more miles from their assigned school attendance zone. This service is provided at no cost to students. Bus routes and any subsequent changes are communicated to the school.**~~ **The following criteria shall be used in determining the eligibility of students:**

1. **The student must reside in the attendance area, as designated by the Board, of the school he or she attends and must live two or more miles from this school as measured by the nearest practical route.**
2. **All approved bus routes must transport only eligible students and monitors approved by the District.**

~~**See the *Student Code of Conduct* for provisions regarding transportation to the Disciplinary Alternative Education Program.**~~

The campus behavior coordinator shall take steps to maintain acceptable student conduct while riding school buses, including the discretion to deny the privilege of school bus transportation. This privilege may be temporarily denied or permanently revoked, if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus.

Students should be aware that the bus is an extension of the school. Therefore, all Student Code of Conduct Offenses are subject to the same disciplinary actions while riding Dallas ISD provided transportation. Aside from compliance with the rules contained in the Student Code of Conduct Offenses Level I through IV, students are expected to follow bus rules.

Bus Misconduct includes, but is not limited to the following:

- **failure to remain seated when directed or when the bus is moving;**
- **failure to wear a seat belt when directed or when the bus is moving**
- **extending any part of a student's body, clothing, or any other article outside a bus window;**
- **eating and drinking on the bus**
- **disrupting the driver with excessive/ unnecessary noise level while the bus is in operation**
- **riding unassigned bus using unassigned stop**
- **tampering with or using emergency exits without authorization**
- **vandalism to or the destruction of the bus**
- **throwing, pitching, or shooting objects inside or out of the bus; and**
- **failure to remain in an assigned seat directed by the driver.**

~~Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in District vehicles, students are held to behavioral standards established in this handbook. Students must:~~

- ~~Follow the driver's directions at all times~~
- ~~Ride the bus only if eligible~~
- ~~Not bring friends or unauthorized persons to ride the bus~~
- ~~Be at the bus stop a minimum of 10 minutes prior to bus stop pickup time~~
- ~~Enter and leave the vehicle in an orderly manner at the designated assigned stop~~
- ~~Keep feet, books, instrument cases, and other objects out of the aisle and stairwell~~
- ~~Not deface the vehicle or its equipment~~
- ~~Not put head, hands, arms, or legs out of the window; hold any object out of the window; or throw objects within or out of the vehicle~~
- ~~Not possess or use any form of tobacco, cigarettes, or illegal substances in any District vehicle~~
- ~~Observe all usual classroom rules~~
- ~~Be seated while the vehicle is moving~~
- ~~Fasten seat belts when directed or when the vehicle is moving (if bus is equipped with seat belts)~~
- ~~Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle~~
- ~~Sit in their assigned seat (page 9 of the *Student Code of Conduct*)~~
- ~~Adhere to unacceptable and inappropriate use of electronic device guidelines that can distract driver (page 51 *Student Code of Conduct)*~~

~~Conduct of Student Bus Riders~~

~~Certain rules of conduct are necessary for the safety of all students who ride the bus. Students displaying the following infractions will be reported to the principal, his/her designee, or the Campus Behavior Coordinator by the bus driver.~~

- ~~Improper boarding/departing procedures~~
- ~~Bringing any type of weapon or other article of injurious or objectionable nature aboard the bus~~
- ~~Refusing to sit in their assigned seat~~

- ~~Failure to remain seated when directed or when the bus is moving~~
- ~~Refusing to obey the driver or monitor or addressing the driver or monitor in a disrespectful manner~~
- ~~Fighting with, pushing, tripping, or assaulting another person~~
- ~~Bullying of any form~~
- ~~Eating or drinking on the bus~~
- ~~Extending any part of a student's body, clothing, or any other article outside a bus window~~
- ~~Throwing, pitching, or shooting objects inside or out of the bus~~
- ~~Lighting matches, firecrackers/fireworks, or smoking on the bus~~
- ~~Spitting or littering~~
- ~~Unnecessary noise~~
- ~~Tampering with bus equipment, vandalizing any part of the bus, or destruction of property~~
- ~~Rude, discourteous, or annoying conduct~~
- ~~Using profanity~~
- ~~Harassing or distracting the driver~~
- ~~Possession or use of tobacco, tobacco products, drugs, abuse of volatile chemicals, or alcohol~~
- ~~Public lewdness or indecent exposure~~
- ~~Making a false alarm or report or terroristic threat~~
- ~~Engaging in conduct that constitutes a felony~~
- ~~Other behavior detrimental to the safety and well-being of and respect for others~~

~~School transportation is a privilege and not a state requirement. The slightest distraction to the driver may have significant student safety consequences. Appropriate student behavior is essential to the safe operation of the school bus.~~

~~School campus administrators are responsible for the students while on the bus and reserve the right to resolve discipline problems that occur between home and campus. It is the duty of the principal, not the driver, to exclude a child from riding a school bus. The principal shall take steps to maintain acceptable student conduct, including the discretion to deny the privilege of school bus transportation. This privilege may be temporarily denied or permanently revoked if~~

~~misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus.~~

~~Students should be aware that the bus is an extension of the school. All *Student Code of Conduct* offenses are subject to the same disciplinary actions and consequences while riding Dallas ISD- provided transportation.~~

School-Sponsored Trips

Students who participate in school-sponsored trips, excursions, or tours are required to use transportation provided by the school to and from the event. Exceptions may be made only if the student presents to the principal the day before the scheduled event a written request signed by the parent stating that the student be allowed to ride with a person designated by the parent or that the student be allowed to furnish their own transportation or drive their own vehicle. The District shall not be liable or responsible for any action, injuries, or damages that occur to students riding in vehicles that are not provided by the school. See policy FDB (LOCAL).

Vandalism (All Grade Levels)

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

Vending Machines (All Grade Levels)

The District has adopted and implemented the state and federal policies and guidelines for food service and issued time and place rules in the Wellness Policy FFA (REGULATION)**.**

<table>
<tr><td colspan="2">USDA Rules

FFA Regulations are in effect except where USDA Rules are more restrictive.</td></tr>
<tr><td>Competitive Foods
All food and beverage sold or made available during the regular and extended school day [FFA (REGULATION)]</td><td>● All food sold or made available to students during the school day must meet Smart Snack and Beverage rules to include:
○ Vending machines, school stores, and fundraisers during the school day
○ Food used for instructional purposes except for foods labs and cultural events
● Elementary: No competitive food during regular and extended school day
● Middle School: No competitive food until 30 minutes after last lunch period
● High School: No sales during meals serving times except by DECA stores
● Blended campuses must follow the most restrictive competitive foods rule</td></tr>
<tr><td>Where and When

(USDA Smart Snacks Rules)</td><td>The Smart Snack & Beverage rules apply to all entities which students have access to during the school day. The school day is from midnight before until 30 minutes after the end of the school day.</td></tr>
</table>

Video Cameras (All Grade Levels)

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

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

Upon written request of a parent of a student who receives special education services, or a staff member (as this term is defined by law), or a principal/assistant principal, or the Board, state law requires the District to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services.

Before the District places a video camera in a classroom or other setting in which your child receives special education services, the District will provide written notice of the placement to all school or campus staff and to the parents of a student receiving special education services in the classroom or setting. For further information or to request the installation and operation of this equipment, speak directly with the school principal or contact Michelle Brown, Executive Director of Special Education and who has been designated by the District to coordinate the implementation of and compliance with this law, at notifysped@dallasisd.org.

Visitors to the School (All Grade Levels)

~~**While Dallas County is in Level Red, campus visitors and volunteers are not allowed. Campus staff should consider utilizing virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors.**~~

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable District policies and procedures included in GKC (LEGAL), (LOCAL), and (REGULATION) and may be asked for identification such as a driver's license or other photo ID.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Business, Civic, and Youth Groups

The District may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from District property may be filed in accordance with FNG (LOCAL) or GF (LOCAL). Also see the *Student Code of Conduct*.

Volunteering (All Grade Levels)

For information on volunteering, go to Partners & Volunteers / Overview (dallasisd.org).

Voter Registration (All Grade Levels)

Students who are eligible to vote in any local, state, or federal election may obtain voter registration applications from the main office of their high school.

Withdrawing from School (All Grade Levels)

Minor students may be withdrawn from school by the student's parent or guardian who must state the reason for the withdrawal. Students 18 or older may request withdrawal without a parent or guardian's signature.

Glossary

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

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

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

ARD is the Admission, Review, and Dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent of the days the class is offered. Under guidelines adopted by the Board of Trustees, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

CPS stands for Child Protective Services

DAEP stands for Disciplinary Alternative Education Program, a placement for students who

have violated certain provisions of the *Student Code of Conduct*.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

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

ESSA is the federal Every Student Succeeds Act passed in December 2015.

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

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

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

LPAC is the Language Proficiency Assessment Committee. Based on the program, the LPAC consists of a bilingual teacher or an ESL teacher, an administrator, and a parent of an Emergent Bilingual student. The LPAC is responsible for determining appropriate placement and services for all Emergent Bilingual students.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section of a state-mandated test or is identified by the District as not likely to earn a high school diploma before the fifth school year after he or she begins grade nine.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to one of the two most frequently used college or university admissions exams. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least ~~five~~ nine members, with a majority of whom must be parents, appointed by the Board of Trustees to assist the District in ensuring that local community values and health issues are reflected in the District's health education instruction.

Section 504 is the federal law that prohibits discrimination against a student with a disability and

requires schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

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

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students in grades 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

Student Code of Conduct is developed with the advice of the ~~d~~**D**istrict-level committee and adopted by the Board of Trustees and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. ~~**It outlines conditions for out of school suspension and for expulsion**~~ **It outlines conditions for appropriate actions for each level of offenses and guidelines for expulsions.** The *Student Code of Conduct* also addresses notice to the parent regarding a student's violation of one of its provisions.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that **Emergent Bilingual students** make in learning the English language. The assessment is administered to those who meet the participation requirements in kindergarten through grade 12.

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

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

APPENDIX: Freedom from Bullying Policy

Dallas ISD 057905 FFI (LOCAL)

STUDENT WELFARE FREEDOM FROM BULLYING DATE ISSUED: 6/21/2018

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit Policy Code FFI - STUDENT WELFARE - FREEDOM FROM BULLYING - Policy On Line - Dallas ISD

	Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.
Board Expectations, Belief and Standards	The District shall incorporate information regarding the policy against harassment or bullying into the Student Code of Conduct, the student handbook, and appropriate training programs. The standards of this policy constitute a specific, focused, coordinated, integrated, and culturally sensitive system of supports for all students, staff, families, and community agencies that will improve relations within each school. It is designed to ensure that every school has staff members who have been trained and are supported in their school's efforts to provide awareness, intervention training, and instructional strategies on prevention, including violence prevention, to each student, staff, and parent in the District and to direct follow-up when incidents are reported and/or occur.
Bullying Prohibited	The District prohibits bullying, including cyberbullying. Any acts of bullying that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; ethnicity; color; religion; ancestry; national origin; gender; sex; sexual orientation; gender identity and expression; marital status; socio-economic background; social/family background; immigration status; linguistic preference; political beliefs; or a mental, physical, or sensory disability, difference, or impairment; or by any other distinguishing characteristic or because of one's association with a particular person or group of persons are strictly prohibited.
Examples	For examples of bullying, refer to FFI(REGULATION). Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement,

	assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Definitions	For definitions, refer to FFI(LEGAL) and (REGULATION).
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures Student Report	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent of Schools or the appropriate designee shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in

	the conduct within a reasonable amount of time after the incident reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying and ensure safety during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, typed report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. The report will be maintained in an electronic software system.
Notice to Parents	The principal or designee shall promptly notify the parents of the victim, and the parents of the alleged bully by sending a determination letter of whether the student was engaged in bullying or not engaged.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Counseling Options	Victims of bullying, bystanders, witnesses, and the accused shall be offered counseling services ranging from those provided by school

	counselors to a referral to Mental Health Services, and/or to one of the District's youth and family centers.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	On the request of a parent, legal guardian or adult student who is a victim of bullying, the Superintendent of Schools or his designee shall transfer the victim to: Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or A campus in the District other than the campus to which the victim was assigned at the time the bullying occurred. The Superintendent of Schools or his designee may transfer the student who engaged in bullying to: Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or A campus in the District other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying. The transfer of a student with a disability who receives special education services and who engaged in bullying may be made only by a duly constituted ARD committee under Education Code 37.004. The principal or designee shall refer to FDB(LEGAL) for transfer provisions.

Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A parent, legal guardian, or adult student who is dissatisfied with the outcome of the investigation or plan of action may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.
Adoption or Last Amended Date	This policy was last adopted or amended on June 21, 2022.