2026 – 2027

Student Handbook

Red Oak ISD

RED OAK
INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

2026-2027

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Red Oak ISD

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In order to reduce the amount of paper used and to reduce costs, the district will no longer print the Red Oak ISD student handbook. The handbook is available at the district website at www.redoakisd.org. Should you require computer access, a computer will be made available for your use at any district campus.

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PUBLIC NOTICES

Asbestos

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available on each campus, and at the Red Oak ISD Education Service Center. If you have any questions, please contact Brent Stanford at 972.617.4151.

Lead

The Red Oak ISD, in compliance with the Lead Contamination Control Act of 1988, has made the testing to determine lead contamination in the school drinking water. Appropriate recommended procedures by the EPA to reduce lead in the water have been implemented in the areas that exceed 20 parts per billion. The results of water sampling are on file at the Red Oak ISD Education Service Center and are available for inspection upon request.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)'s school assignment area may contact Mike McCarty at 972.617.4151.

Services for Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see Section Two of this handbook, or contact Shana Owen at 972.617.2941.

Board Meeting Notices

Board meeting notices are posted at the Red Oak ISD Education Service Center 3 business days prior to called meetings. Meetings are generally held on the third Monday of each month at 7:00 p.m.

PLEASE NOTE: All Red Oak ISD facilities are smoke free, weapon free, and drug free.

PREFACE

To Students and Parents:

Welcome to the new school year! Education is a team effort. Students, parents, teachers, and other staff members all working together will make this a successful year.

The Red Oak ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook 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 STUDENTS AND PARENTS**—organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Please be aware that the term "parent," unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board 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 Red Oak ISD Student Code of Conduct. To review the Code of Conduct, visit the district's website: **Red Oak ISD website**. 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 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, the Student Handbook does not create any additional rights for students and parents. 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 the campus front office.

In Red Oak ISD, all Acknowledgments and forms are distributed electronically through online enrollment and annual registration.

NOTE: References to board policy codes are included for ease of reference. The district's official policy manual is available for review at **TASB Policy Online website**.

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 districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact your student's campus principal.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Cristi Watts, Executive Director of Student Services, at cristi.watts@redoakisd.org or 972.617.2941.

SECTION ONE:
PARENTAL RIGHTS

This section of the Red Oak ISD Student Handbook describes certain parental rights as specified in state or federal law.

Communication between Home and School

Good communication between home and school regarding a child's education is more than a "plus;" it is essential for the student to make the most of the opportunities provided. School communication starts with documents such as this handbook, progress reports and report cards, student work for parents to review and sign, and continues into interaction—messages and phone calls from teachers, and school open houses or back-to-school nights, for instance.

Communication might also include requests for conferences—initiated by the school or the parent—to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office for an appointment. Generally, a teacher will be able to meet with parents or return calls during his/her conference period, although other mutually convenient times might be arranged as well.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

Grade Level	Program
4th	**Proctor and Gamble -** Puberty film for girls "Always Changing"
5th	**Just Say Yes* - *Next Up*** - Puberty and Adolescent Development (*YES – **Y**outh **E**quipped to **S**ucceed)
6th	**Just Say Yes* - *Aim for Success*** - Equipping Students to make Healthy Choices (*YES – **Y**outh **E**quipped to **S**ucceed)
7th	**Just Say Yes* - *Focus on Success*** - Understanding Risks and Rewards of Technology (*YES – **Y**outh **E**quipped to **S**ucceed)
8th	**Just Say Yes* - *Freedom to Succeed*** - What the Law says about Sexual Activity (*YES – **Y**outh **E**quipped to **S**ucceed)

For further information, visit the district's website: **Red Oak ISD website**.

In accordance with state law, a parent may:

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

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

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

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

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

Health class is a place where students will be learning about themselves, including their health habits and relationships. Mental and emotional health, child abuse, substance abuse, family violence, dating violence, and sex trafficking can be sensitive for some students, families, and instructors. There may be strong opinions from students and community about these topics that could pose unique challenges. Red Oak ISD will create a safe space for students in the classroom, approaching difficult topics with sensitivity, mutual trust, and respect. Curriculum materials are from Quaver Ready and Blue Campaign. For further information, see the district's abuse prevention instruction website at Red Oak ISD website.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.

- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction**; **Dating Violence**; and **Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children.**]

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.

When staff members become aware of a student exhibiting potential suicidal behavior, they will:

- Immediately escort the student to the school counselor.
- Under no circumstances should the student be allowed to leave school or be alone. Remember confidentiality of student.
- Leave student under counselor supervision.
- Document in writing student concern and staff member response; include factual information and timeline as presented from student.
- Give signed and dated copy of documentation to campus principal and counselor as soon as possible, but before the end of the school day.
- Follow up with counselor to confirm contact was made with parent.
- Counselor will interview student after receiving information from staff member, begin documentation timeline, and notify campus administrator.
- Counselor will determine the level of risk by conducting a risk assessment.
- If student is a SPED student and/or they are medium/high risk, contact the Intervention Counselor, Assistant Director of Specialized Learning, Licensed Specialist in School Psychology, or District Behavior Support Teacher; in addition, notify campus PD officer.
- Contact parent to report outcry and level of risk.
- Student may not be sent home on the bus/daycare if determined medium or high risk.
- Determine response based on level of risk.
- Provide resources for parent; if parent is unresponsive (especially to medium and high risk), notify ROISD PD for support and also notify CPS.
- Provide follow up upon student return to campus.
- Document findings.

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

The mental health liaison, Angela Fitzgerald, Director of Counseling and Family Services, can be reached at 972.617.4022 or angela.fitzgerald@redoakisd.org.

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

For further information, see **Mental Health Support**.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying student's artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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

State law permits the school to make a videotape or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a co-curricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student not otherwise allowed by law.

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.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the 60th percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines. For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

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

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period).

Directory information will be released to those who follow the procedures for requesting the information.

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

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

Red Oak ISD has designated the following as directory information:

- Student's name, address, electronic mail address, and date and place of birth.
- Photograph/image, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- Grade level, honors, awards, dates of attendance, major field of study, degrees received, and most recent educational institution attended.

If a parent objects to the release of the student's information, this objection also applies to the use of that information for school-sponsored purposes, such as honor roll, school newspaper, yearbook, recognition activities, news releases, and athletic programs.

Note: Also see **Authorized Inspection and Use of Student Records**.

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

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

- Name,
- Address, and
- Telephone listing.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [For further information, see policy EFA(LEGAL).]

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others. NOTE: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. Red Oak ISD does not participate in marketing activities. Red Oak ISD does participate in the surveys described under "Notice of Scheduled Surveys."
- Any non-emergency, non-invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. Red Oak ISD does not conduct any physical exams except those allowed by state law. [See policies EF and FFAA.]

A parent may inspect:

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

The ED provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA Complaint Form.

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

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

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution.
- 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 any of the following apply:

- 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.
- A parent is a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

As a parent, you may request that your 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. [See **Pledges of Allegiance and a Minute of Silence** and policy EC (LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

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

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

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

RIGHT OF ACCESS TO STUDENT RECORDS, INSTRUCTIONAL MATERIALS, AND DISTRICT RECORDS/POLICIES

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see **Library (All Grade Levels)**.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A non-custodial 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.]

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 their child's student records, including:

- 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 your child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See **Library (All Grade Levels)** for more information.]
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of post-secondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information**, are the right to:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a post-secondary educational institution

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

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

"Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.

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 district medical staff); a person or company with whom the district has contracted or allowed to provide a particular 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 perform their duties.

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

- To authorize 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, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of post-secondary education to which a student seeks or intends to enroll, or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order 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 it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

The principal is custodian of all records for currently enrolled students at the assigned school, and of all records for students who have withdrawn or graduated from that school.

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student

during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. Addresses for each campus, and for the Red Oak ISD Education Service Center, may be found at the front of this handbook.

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

A request to correct a student's record should be submitted to the appropriate custodian of records. 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. If the district denies the request to amend the records, the parent has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES AT FNG(LEGAL), **Report Cards/Progress Reports and Conferences** and **Complaints and Concerns**.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.redoakisd.org.

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

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.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/partnership/interstatecompact.cfm) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;

- Enrollment in virtual or hybrid courses offered by the district or another district or school; and
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than 5 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) assigned to the same grade and campus to request in writing that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted by the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- 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. [See policy FDB and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another district campus or a neighboring district if your child has been the victim of a sexual assault by another student on the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Student Use of a Service/Assistance Animal

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

Animals (except assistance dogs) are not allowed at district facilities or events without prior written approval from the campus or district administrator.

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

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

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

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

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

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, 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 to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

In addition, 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 for 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.

If you have questions, please contact the district's foster care liaison, Angela Fitzgerald, Director of Counseling and Family Services, at 972.617.4022 or angela.fitzgerald@redoakisd.org.

[See **Credit by Examination For Advancement/Acceleration and Course Credit** for more information.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

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

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

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

If a student who is homeless in grade 11 or 12 transfers to another school 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.

For more information on services for students who are homeless, contact the district's homeless education liaison, Angela Fitzgerald, Director of Counseling and Family Services, at 972.617.4022 or angela.fitzgerald@redoakisd.org.

[See **Credit by Examination For Advancement/Acceleration** and **Course Credit** for more information.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of district to meet the needs of all students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Shana Owen, Executive Director of Specialized Learning, at 972.617.2941 or shana.owen@redoakisd.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: Debra Seeley, Transition Specialist, at 972.617.2941.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Shana Owen, Executive Director of Specialized Learning, at 972.617.2941 or shana.owen@redoakisd.org.

[See also **Students with Physical or Mental Impairments Protected under Section 504**.]

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- **Legal Framework for the Child-Centered Special Education Process**
- **Partners Resource Network**
- **SPEDTEX: Special Education Information Center**
- **Texas Project First**
- **TEA Special Education Parent and Family Resources**

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.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the

appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

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

[See **Emergent Bilingual Students** and **Special Programs** for more information.]

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.

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

SECTION TWO:
OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

This section of the handbook contains information on academics, school activities, and school operations and requirements. Students should take the time to review this information with their parents—especially if they are new to the district.

The section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Please contact the campus principal if you have any further questions.

ABSENCES / ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Student attendance records are recorded in the student's permanent record and can be an asset or liability in terms of future employment. Two important state laws are discussed below — one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, and the other with how a student's attendance affects the award of a student's final grade or course credit.

Attendance Awards

To qualify for a district level perfect attendance award at the end of the school year, a student must be in attendance at school every day all day. Students who are late to school at the beginning of the day or leave prior to the end of the school day are not eligible for the perfect attendance awards.

Compulsory Attendance Overview

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6 - 18

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

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

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain United States citizenship
- Taking part in a U.S. naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments, if the student comes to school or returns to school on the same day as the appointment.
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship (custody) of the state:
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See **Children of Military Families** for more information.]

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

Secondary Grade Levels

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

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

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

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

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

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. [FEA(LEGAL)] A student who is absent without permission from school, any class, any required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or any required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action. [FEA(LOCAL)]

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 re-evaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6 - 18

When a student ages 6–18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to attend school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Tonny Wallis, Truancy Administrator, 972.617.2941. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also 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 ten or more days or parts of days within a six-month period in the same school year.

- **late arrival to school is considered as part of a day, or**
- **early dismissals (leaving school before end of day) are considered parts of days.**

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL).]

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

Attendance for Credit or Final Grade

Kindergarten through Grade 12

ROISD requires that a student must be in attendance at least ninety percent (90%) of the days each class period is taught. To receive credit or a final grade in a class, a student in kindergarten – grade 12 must attend the class at least 90 percent of the days it is offered. Each class period where period attendance is taken stands alone. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if they complete a plan, approved by the campus principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade for the class. Classes missed include both excused and unexcused absences.

If a student attends less than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC.]

Attendance Committee

The superintendent or designee shall make the specific appointments to the attendance review committee in accordance with legal requirements as stated in FEC(LOCAL).

Students who do not regain credit through a plan approved by the principal may be referred to the attendance review committee to hear petitions to determine whether there are extenuating circumstances for the absences and if credit or a final grade lost because of absences will be granted based on findings.

Should a student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic after a single day's absence verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

Extenuating Circumstances

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

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

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

Options to Earn Credit

The principal or committee may impose any of the following conditions for receiving credit lost because of excessive absences. In all cases, the student must also earn a passing grade in order to receive credit. [FEC (LOCAL)]

- Completing additional assignments, as specified by the committee or teacher.
- Attending tutorial sessions as scheduled, which may include Saturday classes, before-and after-school programs.
- Maintaining the attendance standards for the rest of the semester.
- Taking an examination to earn credit.

- Attending a flexible school day program.
- Attending summer school.
- Attending Attendance School.

Violations of the 90% Rule

All absences are subject to the 90% Attendance Rule. Absences during any part of the day and days missed due to vacations or unrelated school trips will be counted towards the 90% Rule Violations and/or truancy violations.

1. **Notification Warning Letters**
   - Students will begin receiving 90% attendance warning letters after the 5th absence regardless if it is excused or unexcused.
   - Ninety Percent Warning Letters will be sent upon the accumulation of 5, 10, and 15 absences.

2. **Consequences**

   A student who attends fewer than 90% of the days the class is offered and has not responded to the conditions stated in the 90% warning letters to make up lost instructional time, may incur any of the following consequences:

   - Loss of Credits
   - Promotion to next grade level denied
   - Truancy Complaint
   - Loss of Perfect Attendance

Vacations/Non-School Related Trips

All absences are subject to the 90% Attendance Rule. Days missed due to vacations or unrelated school trips will be counted and may result in loss of credit and/or promotion to the next grade level. Principals require prior notice of possible days missed due to vacations planned during the school year. After a thorough review of student's records including grades, attendance and discipline records, the principal may or may not decide to excuse the requested days. If the absences are excused, they will still count towards violation of the 90% Attendance Rule. The following criteria must be followed:

- Parents notify the principal at least one week in advance in writing.
- All grades in all subjects must be passing.
- Discipline and attendance must be in good standing.
- Make prior arrangements with teachers at least one week before for make-up work. Make-up work due upon return.
- Students will not be approved during semester testing, benchmark testing or STAAR testing days and absences will be counted as unexcused.
- A maximum of 5 consecutive school days or one trip per school year not to exceed a maximum of 5 days is the maximum that can be requested for review by principal.

If prior arrangements have not been approved and make-up work is not submitted upon return, the absences will be marked unexcused and truancy charges along with violation of the 90% Rule will occur.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day as follows: High School – 10:20 a.m., Middle Schools – 9:00 a.m., and all Elementary Schools – 9:30 a.m.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the proper procedures for reporting and documenting their absence. Please call, email, or use the Online Absence Request through Family Access Portal to report an absence at the campus.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call, email from the parent, or the Online Absence Request submitted through Family Access Portal may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

NOTE: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, 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)

Upon return to school, a student absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by contacting the campus attendance office.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office. The district will issue a VOE only if the student meets class credit or attendance requirements. The blank VOE form must be completed by the student and then returned to the high school front office for validation. Please allow up to two school days after submission for processing.

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/how-apply-texas-driver-license-teen.

See **Compulsory Attendance – Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Red Oak 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; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district's website: **Red Oak ISD: Accountability Overview**. Hard copies of any reports are available upon request to the district's administration office.

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

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST (Grades 10-12)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered during the fall and/or spring semesters.

Please contact the principal for information about this opportunity.

ASSEMBLIES

All assemblies, unless otherwise announced, are compulsory. Students will sit in assigned groups and places. Teachers will sit with their respective groups in assemblies. Students who are tardy or who do not abide by district rules of conduct shall be subject to disciplinary action.

AWARDS, HONORS, AND SCHOLARSHIPS

National Junior Honor Society - Membership in this chapter shall be based upon scholarship, character, leadership, citizenship, and service. To be eligible for election to membership in this chapter, the candidate must have been in attendance at the school for a period of one (1) semester and must be in grades 6th, 7th or 8th. The candidate shall have a minimum scholarship average of 90 percent in all subjects.

National Honor Society - The NHS is affiliated with the National Honor Society headquarters in Washington, D.C. It is the purpose of this organization at both the local and national levels to recognize high school students who have consistently excelled in scholarship, leadership, character, and service. The criteria for the selection process will include a weighted cumulative average of 92, participation in at least two extracurricular activities (i.e., church, scouts, Kiwanis, civic, political, etc. as well as school organizations) and evaluation of the candidate's ROISD discipline record. The NHS Faculty Council will then meet to evaluate all input and (according to national guidelines) make the final decision on candidates for NHS.

Scholarships - Information and forms for various scholarships are available in the counseling office. Students should check frequently for updates and additional information. Students who have financial need according to federal criteria and who complete the Foundation, Recommended, or Distinguished Achievement high school program may be eligible under the Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Under the Texas Early High School Graduation Scholarship Program, students who complete the Foundation, Recommended, or Distinguished Achievement high school program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned. These may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Honor Roll

Grades 1-5 - To qualify for the "Honor Roll", a student must achieve a score of 90% or above in each core subject for each grading period. The "Merit Roll" will be for students maintaining an average of 80% or above in each core subject for each grading period. Core subjects for Elementary include Math, Language Arts Composite, Science and Social Studies. The campus has the option to provide additional academic recognition.

Middle and High School - "A" Honor Roll shall consist of the names of those students with no grade less than 90 for a six-week period. "B" Honor Roll shall consist of the names of students with no grade less than 80 for a six-week period.

BOOK BAGS

Students are responsible for their own books, book bags, and personal items. Students should not bring valuables to school. The school is not responsible for stolen items. Students will be informed of the campus policy on book bags at the beginning of the school year, including the policy requiring clear backpacks.

BULLYING (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done using any electronic communication device, including: a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by completing an Anonymous Bullying Report available on the district website or from any campus administrator, or through the online STOP!T app reporting tool.

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

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**.]

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

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

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

CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK-BASED PROGRAMS (Secondary Grade Levels Only)

See the ROISD Course Guides for all the current Career and Technology Education programs.

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

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

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

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

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

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

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**.]

CHANGE OF ADDRESS

If there is ever a change in your address, telephone number, email address, or place of employment, please notify the school immediately.

CHECK ACCEPTANCE AND RECOVERY

Many parents write checks to pay for school meals, fundraisers, or other school functions. Please be aware that banking procedures do not allow for any float time for checks to clear the bank.

The Red Oak ISD has established the following policy for accepting checks and collecting bad checks:

For a check to be an acceptable form of payment, it must include your current and accurate name, address, and telephone number. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state-allowed recovery fee. In the event that your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year.

CHILD ABUSE, NEGLECT, SCHOOL STAFF MISCONDUCT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at www.redoakisd.org. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

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). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**.]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems

- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;

- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

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

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

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

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

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator.

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at **Texas Abuse Hotline website**.

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- **Child Welfare Information Gateway**
- **Kids Health, For Parents, Child Abuse**
- **Office of the Texas Governor's Child Sex Trafficking Team**
- **Human Trafficking of School-aged Children**
- **Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault**
- **National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools**

CLASS RANK / HIGHEST-RANKING STUDENT (Secondary Grade Levels Only)

- A senior student who is enrolled in but does not complete a semester of active participation in a credit-eligible extracurricular activity shall receive a grade of WP (withdrew while passing), and the class shall not be included in the computation for GPA.
- A junior/senior student may elect to take a course on a P/F (pass/fail) basis provided that course is not necessary in the student's graduation plan. No course taken for P/F will be figured in GPA. Application to take any course P/F must be completed and turned in to the counseling office by the end of the 1st six weeks of the course.

Classification of Courses

Level 1 – Level 1 will be all of those classes, which are required in the regular curriculum. Please see the ROISD Course Guide for course classifications.

Level 2 – Level 2 will be primarily Honors courses taken on the high school campus as designated by the course guide.

Level 3 – Level 3 will be primarily AP and dual credit courses taken on the high school campus as designated by the course guide.

See ROISD Course Guide for detailed information.

Ranking for Early Graduates

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate class rank by using grades available at the time of calculation at the end of the spring semester of the senior year.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for this local graduation honor, a student must:

- Have been continuously enrolled in the district high school for the four semesters immediately preceding graduation;
- Be graduating after exactly eight semesters of enrollment in high school; and
- Have earned a distinguished level of achievement and at least one performance acknowledgment.

Early graduates of Red Oak High School shall not be eligible for valedictorian or salutatorian honors.

In case of a tie in weighted numerical grade averages after calculation to the fifth decimal place, the district shall recognize all students involved in the tie as sharing the honor and title.

[For further information, see policy EIC(LOCAL).]

CLASS SCHEDULES (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

[See **Schedule Changes** for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID (Secondary Grade Levels Only)

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

- Completes the distinguished level of achievement under the foundation graduation program
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program.

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

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

[See **Class Rank/Highest Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the virtual or hybrid courses offered by the district or another district or school;
- Enrollment in courses taught in conjunction and in partnership with Red Oak ISD, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities.

The course(s) shall not be included in the student's GPA, unless taken on the ROHS campus. [See policies EHDD and EIC(LOCAL).]

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** for more information.

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

For dual credit purposes, all of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

To determine the AP score needed for college credit at your college of interest visit the "College Board AP Credit Policy" website. To determine the transferability of a dual credit course to your college of interest visit the "Texas Common Course Numbering System" website.

Please note: College credit is awarded based upon the guidelines of the institution of higher learning. High school credit is awarded based on the guidelines of the district. It is possible that a student could receive college credit while being denied high school credit. For example, if the college awarded credit for grades 60 and above while the district required a grade of 70 or above, the student would receive college but not high school credit.

COMMUNICATIONS

Parent Contact Information

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

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

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

A parent may update contact information by emailing the Campus PEIMS Clerk.

Automated Emergency Communications

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

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

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission and specific to your child, your child's school, or the district. Standard messaging rates of your phone carrier may apply. If you do not wish to receive such communications, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency situation.]

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL). This policy describing the grievance process in detail is available in the district's online policy manual at FNG(LOCAL) and is attached to this handbook as an appendix. A parent may file a

grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at Red Oak ISD: Concerns/Grievances and at the principal's or superintendent's office.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

The district's policy includes a conference with an administrator in the central office before a conference with the superintendent.

If the concern is not resolved, a parent or student may appeal to the superintendent's designee. If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees. Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

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–on and off campus, during remote and in-person instruction, and on district vehicles–and consequences for violation of the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. In Red Oak ISD, the campus behavior coordinator will be the campus principal or any other administrator selected by the principal, and is listed on each campus webpage.

Shields Elementary - Campus Administrators

Eastridge Elementary - Campus Administrators

Wooden Elementary - Campus Administrators

Red Oak Elementary - Campus Administrators

Schupmann Elementary - Campus Administrators

Red Oak Middle School - Campus Administrators

Dr. Joy Shaw Middle School – Campus Administrators

Red Oak High School - Campus Administrators

The campus behavior coordinator and any district administrator retain the ability and/or power under Chapter 37 of the Texas Education Code, to discipline a student.

Disruption of School Operations

In order to protect student safety and sustain an educational program free from disruption, state law permits the district to take action against any person – student or non-student – who creates a disruption. Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

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

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

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

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

Social Events

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

A student attending a school social event is expected to remain at the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle School Grade Levels

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

Beginning in Middle School, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

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

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

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should make an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support**, **Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children and Dating Violence**.]

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9-12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above and all provisions of EI(LOCAL) have been met. 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 awarded credit only for the half (semester) with the passing grade.

CREDIT BY EXAMINATION

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

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

that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

The student shall incur all cost associated with credit by examination testing when attempting to gain credit.

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

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

[For further information, see the school counselor and policy EHDB(LOCAL).]

For Advancement/Acceleration—If a Student Has Not Taken the Course/Subject (Without Prior Instruction)

A student may be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, 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 examination only once.

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

Kindergarten Acceleration

A student seeking kindergarten acceleration shall be at least five years of age at the time of the request and shall be enrolled in the district. The student's parent or guardian shall initiate the request by contacting the campus principal, and shall attend a conference to discuss the request.

Refer to board policy EHDC(LOCAL) for more information.

Students in Grades 1-5

A student in elementary school will be eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit with a passing score of at least 80 on the examination. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

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

Dating Violence

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

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to die by 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.

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

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

For more information on dating violence, see:

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

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

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Sex-Based Harassment

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition. Please contact the high school Crisis Counselor for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

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

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

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and to comply with law.

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

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

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

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

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

DELIVERIES

Grades PK - 8	Any deliveries made to students at school must remain in the office until the end of the day.
High School	No deliveries of any type will be accepted for students.

Students are not allowed to have commercially prepared food delivered to school at any time during the school day.

Parents/guardians are welcome to join their child for lunch; however, they must first sign in at the office and receive a visitor's badge. Parents/guardians may not provide commercially prepared food obtained outside of the school cafeteria to any child other than their own during breakfast and/or lunch meal service.

DISCRIMINATION

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

DISTANCE LEARNING (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

[See **Remote Instruction** for more information.]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations**.] In addition, for a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning is available on our website. If you would like to request a hard copy or have questions about this policy, please contact the school counselor.

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 prior approval by the principal, sponsor, or teacher. Such items may include school posters, yearbooks, newsletters, brochures, murals, 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 before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

Each principal has a designated area for approved non-school materials to be placed for voluntary viewing or collection by students. Check with the school office for the location. [See policy FNAA.]

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

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

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

Each principal has a designated area for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING (All Grade Levels)

The purpose of the ROISD Dress Code is to set a district-wide expectation for attire and to give campuses a positive identity that reflects the values of the school and community. It is also to promote grooming and hygiene, assist with student and staff safety, prevent disruption, and teach respect. All students are required to comply with the ROISD Dress Code.

The cooperation of parents/guardians and students and the consistent and fair enforcement of the ROISD Dress Code by teachers and administration is essential for effectiveness and safety. Each student and parent/guardian shall be responsible for ensuring compliance with the standards presented in the ROISD Dress Code.

STUDENT IDs

- Student IDs MUST be worn and visible at all times during the school day.
- High School and Middle School students MUST wear a neck lanyard with their ID visible for consistent identification.
- Failure to do so will result in a dress code violation and the consequences as outlined in the ROISD Student Code of Conduct.

GENERAL GUIDELINES

Any style of dress or grooming that distracts from the instructional process is unacceptable. Any part of a student's appearance and/or clothing or accessories that are extreme enough to create a disturbance or disrupt the normal routine of the school shall be deemed inappropriate.

- Clothing allowed in all colors, print, patterns, etc. as well as fabrics including cotton, denim, silk, flannel, linen, etc.
- No wording or graphics that promote violence, drugs, alcohol, tobacco, firearms, or gang affiliation or is obscene, crude, vulgar, or defamatory or that cause a disruption of the educational setting.
- No hoods or head coverings worn in the buildings, including caps, hats, berets, head scarfs (unless for documented medical or religious reasons), hoods (hoodies), Du rags, sweatbands, kerchiefs, or visors.
- No rips or tears that expose skin or undergarments (patches allowed).
- No underwear or undergarments may be exposed and/or visible at any time. However, sufficient/appropriate underclothing is required.
- Clothing items <u>cannot</u> be worn in any way that reflects gang affiliation, conceals contraband, or creates a distraction.
- No costumes, trench coats, or dusters.
- No sunglasses are allowed in the building unless for medical reasons and must have an official medical document on file.

TOPS *(including outerwear coats/jackets)*

Button-downs, polos, t-shirts, blouses, sweaters, vests, sweatshirts, coats, etc.
Hooded clothing is allowed, but hoods must be removed from head.

- No sleeveless, backless, halter tops, tank tops, tube tops, crop tops or spaghetti straps.
- No muscle shirts or shirts with large armholes.
- No shirts that show <u>any</u> midriff or cleavage.

BOTTOMS

Pants/jeans, shorts, dresses, skirts, skorts, and jumpers.

- No pants of any kind with holes or frayed material that reveals any area of skin or undergarments.

- Absolutely no underwear or undergarments may be exposed and no pants below the hips.
- No pajamas or sleepwear, coveralls, strapless or spaghetti strap dresses, or sliding/biking/compression shorts.
- Shorts, skorts, dresses, and skirts may not be shorter than fingertip length; skirt slits no higher than mid-thigh.
- No overalls for secondary students (except Senior days); allowed at elementary.
- No one-piece jumpsuits for secondary students; allowed at elementary.

SHOES

- No house shoes, slippers, metal cleats or shoes with wheels.

BACKPACKS

- Clear backpacks are *required* for secondary students (Grades 6-12).
- Clear backpacks are preferred for elementary students (Grades Pre-Kindergarten-5).
- Backpacks must be clear plastic, not tinted or full mesh (some mesh on water bottle holder allowed).
- Straps can be solid colored.
- Students may have a small clutch purse (4.5x6.5) with or without a handle or strap.
- Bags for school activities (fine arts, athletics) should be stored in the activity area or designated campus area outside of the main building.

DRESS & GROOMING

- Dress or grooming that presents a disruption, health or safety hazard to the students or others is expressly prohibited.
- Students' hair, including facial hair, shall be clean, neatly cut, and combed so as to be kept out of the eyes.
- Tattoos that are obscene, crude, defamatory, vulgar, or related to gang/criminal activity shall be covered while at any school activity.

CONSEQUENCES FOR STUDENT DRESS CODE VIOLATIONS

- Secondary (Grades 6-12, Middle School and High School): Each dress code violation after two warnings will result in three (3) points on the disciplinary point scale. Students will be required to have parents/guardians bring appropriate, compliant clothing to the student or the student will remain in the ISS room for the remainder of the school day. No student will be allowed in the regular classroom setting while not in compliance with ROISD Dress Code. Please review the ROISD Student Code of Conduct for complete discipline consequences.

- Elementary (Grades PreK-5): Students will be required to have parents/guardians bring appropriate, compliant clothing to the student or the student will remain in the ISS room for the remainder of the school day. No student will be allowed in the regular classroom setting while not in compliance with ROISD Dress Code. Please review the ROISD Student Code of Conduct for complete discipline consequences.

- If hoods or head coverings are worn in the building, the hoodies or head coverings may be collected by an administrator, and parents will be required to pick them up at the front office. If it becomes an issue with students not following the rule of no hoodies (hoods) or head coverings on the head in the building, due to safety and security, the district will revert to the "**no** clothing that has hoodies (hoods) will be allowed" to be worn in the building. It is the responsibility of the student to follow these rules and guidelines for safety/identification purposes, and we need parents to reinforce this with their students for the safety and security of our campuses.

EARLY RELEASE / LATE ARRIVAL

Being able to have late arrival/early release is a privilege a student has earned through satisfactorily completing requirements for graduation in a timely fashion.

Students may not be on campus 10 minutes before or after their scheduled times. **Students must provide their own transportation.** If the student is found on campus before or after their scheduled time they could be subject to disciplinary action.

The disciplinary action could result in a loss of the late arrival/early release privileges, consequences as determined within the *Student Code of Conduct* for insubordination or being cited for trespassing on school grounds.

If the student needs to be on campus for any specific reason, during these times, the student may obtain permission from a campus administrator.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments** and **Standardized Testing**.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation**.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Megan Corns, Chief Technology Officer, at megan.corns@redoakisd.org, or 972.617.2941.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**.]

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

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

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

Red Oak ISD requires cell phones or other devices to remain powered off or in airplane mode, out of sight, and secured in backpacks in elementary or in Yondr Pouches in secondary during the entire school day.

If a student uses a personal communication device without authorization during the school day and/or in violation of the Personal Electronic Communications Guidelines stated in the Student Code of Conduct, the student will be disciplined in accordance with the Student Code of Conduct.

The parent may pick up the confiscated communication device from the principal's office by the end of the school work day.

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

In limited circumstances and in accordance with law, a student's personal communication device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF.]

The district is not responsible for damaged, lost, or stolen communication devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See **Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices**.] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Red Oak ISD has adopted an acceptable use policy regarding the use of instructional media. Students and their parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail and other electronic communications using district computers are not private and may be monitored by district staff. See Appendix A of this handbook for the Acceptable Use Policy.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting", will be disciplined in accordance with the *Student Code of Conduct*, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage parents to review with their child the **"Before You Text" Bullying and Sexting Course**, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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

EMERGENT BILINGUAL STUDENTS (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any

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

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

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships. Participation, however, is a privilege, not a right. All students participating in competitive extracurricular activities at the high school level must participate in the random drug testing program. [See **Drug Testing**.]

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs at the campus.

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

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. Students involved in UIL athletic activities and their parents can access the **UIL Parent Information Manual** online. A hard copy can be provided by the coach or sponsor of the activity on request. To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.texas.gov.

[See **UIL Texas website** for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents 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.

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

However, a student who earns a grade below 70 in an AP, IB, honors, or dual credit course in an approved subject area may apply for an extracurricular eligibility waiver. Students approved through the district waiver process will remain eligible to participate in extracurricular activities during the applicable grading period. [See Grading Manual on the district website at www.redoakisd.org/departments/curriculum-instruction/course-catalogs-grading-manual for a list of eligible courses and waiver criteria.]

Red Oak ISD will not designate waivers for any class to be approved for the "No Pass No Play" exemptions for Red Oak Middle School and Dr. Joy Shaw Middle School according to ROISD Board Policy FM(LEGAL).

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to twelve absences not related to post-district competition, unlimited absences for post-district competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the Band, Choir, Drill and Athletic teams may establish standards of behavior -- including consequences for misbehavior -- that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct and the Red Oak ISD Extracurricular Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Office and Elections

Student offices and elections shall be conducted in accordance with the procedures/guidelines established by the individual organization.

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to students. Students are expected to provide their own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased items such as pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A maximum fee of $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 for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid 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 policy FP.]

FIELD TRIPS

Educational trips will be made by grade levels throughout the year. Adults wishing to serve as chaperones may not be accompanied by non-involved children. Adults accompanied by non-involved children may only be responsible for their own child. Chaperones must provide their own transportation. All adults must have successfully completed a criminal background check to be eligible to serve as a chaperone or to accompany their child on a field trip. Results of the background check must be received by the campus prior to the field trip.

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent, or if a parent makes a written request before the scheduled trip, that the student be released to another adult designated by the parent. The district shall not be liable for any injuries that occur to students using transportation that is not provided by the school.

FUNDRAISING (All Grade Levels)

Fundraising activities by student groups and/or for school-sponsored projects shall be allowed, with prior administration approval and under the supervision of the project sponsor, for students in all grades. Each organization is limited to two tax-free fundraisers per year; however, the principal can approve additional taxable fundraisers if justified. All fundraising events must have a designated purpose and plan for why the money is needed, what will be sold, when the fundraiser will take place, and how the money will be spent. All fundraising projects must first be approved by the campus principal and submitted to the office of the Chief Financial Officer for final authorization. There are designated forms to complete and submit to administration for approval. The district shall not permit door-to-door solicitation for students in grades PK - 12. The district does not permit third party solicitors for any fundraising activities. If you receive any calls, claiming to be raising money for ROISD, please call the local principal of your school. [See policy FJ and policy GE.]

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GRADE LEVEL CLASSIFICATION (Grades 9-12 Only)

Students entering as freshman for the current school year and after will be classified as:

CREDITS EARNED	CLASSIFICATION
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

GRADING GUIDELINES (All Grade Levels)

Grading guidelines, which are set by the district, for each grade level or course will be communicated and distributed 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 for which the student originally made a

failing grade; and procedures for a student to follow after an absence. In addition, these guidelines establish grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination.

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Grade Level	On-Level Classes	Advanced Classes
Pre-K / Kinder	Developed Still Developing Needs Improvement	N/A
Elementary (Grades 1-5)	**Reading:** Daily Work (4) – 60% Major Assignments (2) – 40% **Language Arts:** Daily Work – 100% Word Work (3) Composition (3) **Math:** Daily Work (6) – 50% Major Assignments (2) – 40% Fluency (2) – 10% **Science and Social Studies:** Daily Work (6) – 60% Major Assignments (2) – 40%	N/A
Middle School (Grades 6-8)	Daily Work (6) – 60% Major Assignments (2) – 40% **Grade level departments have the autonomy to break down daily work percentages into classwork and homework.	Honors: Must meet guidelines to enroll. Follows on-level grading percentages. Please see a counselor if students are transferring from an Honors class to a regular class for guidance on grading. High school credit courses follow the high school grading criteria.
High School (Grades 9-12)	Daily Work (7) – 25% Homework/Other (3) – 15% Major Assignments (2) – 60% Semester exams count as one-seventh of the semester average.	Dual Credit grading follows the syllabus of the Institute of Higher Education that is awarding the college credit. For high school credit, Dual Credit grade must have a final average of 70 or better. Per Board policy, the high school course grade must match the college grade.
High School Exceptions	English term paper may count as no more than 1/3 of a six-weeks grade. The term research paper is a requirement for English III, English IV, AP English Language, and AP English Literature.	AP teachers may reduce the minimum number of grades, but only with the alternate plan approved by the Principal.

For information regarding grading guidelines, please reference the Grading Manual for ROISD students available at Red Oak ISD Grading Manual.

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; 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 the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [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 to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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** for more information.]

For information regarding graduation requirements and graduation plans, please reference the Course Catalog & Planning Guide for ROISD Students available at Red Oak ISD website.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Red Oak High School hosts a FAFSA night in the fall, where representatives of a financial aid department from a local college gives a presentation to offer families more information regarding the FAFSA. The ROHS College and Career Readiness Coordinator can assist families on an individual basis if needed throughout the year when completing the FAFSA or TASFA. The College and Career Readiness office has the FAFSA and TASFA forms available, and also offers step by step guidelines for completing the FAFSA and TASFA forms. FAFSA/TASFA opt-out forms are also available for students who are choosing to opt-out.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the 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 may earn the distinguished level of achievement or 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 distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

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. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Activities

Commencement is the only graduation activity sponsored by the school.

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See policy FMH(LOCAL).]

Seniors who are eligible to graduate will not be allowed to participate in the Red Oak ISD graduation ceremony and related graduation activities if they:

- are assigned to a DAEP or another disciplinary alternative education program (including JJAEP) through the last instructional day for seniors on the district calendar.
- engage in a DAEP level offense in the last week of instructional days for seniors or during the time between the last day of instruction for seniors and graduation.

Students who are eligible to graduate but cannot due to a DAEP placement may participate in the summer Red Oak ISD graduation ceremony.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See FNA(LOCAL) and the Student Code of Conduct.]

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 the 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.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.

Contact the school counselor for information about other scholarships and grants available to students.

HARASSMENT

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

HAZING (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and

- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hazing will not be tolerated by the district. 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, superintendent, or law enforcement official. [See **Bullying** and policy FFI and policy FNCC.]

HEALTH - PHYSICAL AND MENTAL

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if your child has a fever over 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 may return to school when they have been free from vomiting for 24 hours without medication. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our 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.

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at DSHS exemption form or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

- Hepatitis A

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

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

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

[For further information, see policy FFAB(LEGAL) and the DSHS website: School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school)**.**]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, 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 treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Any student with live lice will be sent home from school. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used and approve the student's return to the classroom. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

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

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home and from the Centers for Disease Control and Prevention's website About Head Lice. [See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. In accordance with policy FFAC, authorized employees may administer:

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

RED OAK ISD MEDICATION GUIDELINES

Parents/guardians should make every effort to give required prescription and non-prescription medications to a student at home. When this is not possible, the ROISD staff may assist in the administration of medication during school hours, subject to the following rules.

Parent permission: The parent or legal guardian must provide the school with written permission to have the school administer the medication. This note should include the name of the medication, the dosage, the time and dates to be given, the student's name, a parent's signature, and the date signed. This note will remain in student's file.

Prescription medications: All prescription medication will only be administered with a specific written request from the licensed healthcare provider and a parent/guardian form on file in the clinic. All prescription medication is to be delivered to clinic by guardian or parent and must be in original containers and be properly labeled. A properly labeled prescription is one with a pharmacy label stating the student's name, name of medication, dosage to be administered, doctor's name, and the date prescription filled. To protect the students, staff shall not administer medication in a dosage that exceeds the recommended maximum in the Physicians' Desk Reference. ***This request is valid for current school year only.***

All controlled substances (example, Ritalin,) must be ***picked up and delivered*** by a responsible adult.

Non-prescription medication: Over the counter medications will be given upon a written request by a parent or legal guardian and an MD order. All "over the counter" medications must be delivered by a responsible adult if at all possible…unless other arrangements are made beforehand with the nurse. No medication will leave the nurse's office in the hands of a child. (Exception is "self-medicated student" as with inhalers, EpiPens®, or diabetes medication). In addition, all "over the counter" medications must be properly labeled, in the original container and non-expired.

Special agents, such as herbs, vitamins, amino acids or homeopathic remedies will be administered: Only if required by the Individualized Education Program or Section 504 plan of a student with disabilities, is age appropriate and provided by the parent. Such substances must be presented to the nurse in the original container and must not be older than the expiration date on the container. In addition, the following shall be submitted to the district before any herbal substances or dietary supplements are administered to a student:

a. A physician description of substance's content and possible adverse effects;
b. The parent's written request to administer the substance; and
c. Specific instruction for use of the substance.

Special note: The school nurse will not be obligated to administer any non-FDA approved substance for which she has no training, knowledge or familiarity (as in accordance with the Texas Board of Nurse Examiner regulations).

Expired medication: The school will not dispense any expired medications.

Transportation of medication: All medications are to be delivered by an adult to the nurse, unless otherwise arranged. ***No medication will be carried home by your child***. (Exception: self-medicated students, see "self-medication" below.) All medication including all controlled substances (example, Ritalin,) must be ***picked up and delivered*** by a responsible adult.

Locked cabinet: All medication will be stored and locked in the clinic or office area as designated by the principal or nurse in charge. The campus nurse/nurse assistant (or designee of the principal) will dispense all medications and it is the responsibility of the student to report to the clinic to take his/her medication at the proper time.

Unused medication: All unused medication will be destroyed one week after the dosage date and at the end of the year, unless picked up by responsible adult. A parent or guardian must deliver and pick up all medications, including controlled substances; such as Ritalin. This is required due to increasing drug problems and selling of controlled substances.

Field trips: Medication policy and regulations will be observed on all off-campus trips. Persons responsible for such trips will observe and communicate these regulations to students and parents.

Self-medication: Students shall not administer any medication to themselves except with a physician's order stating the child needs to carry this medication with him/her at all times. The student must demonstrate the proper administration of the medication and show responsible behavior on carrying his/her medication at all times; otherwise this privilege can be taken away, and the student will have to see the nurse for treatment.

Documentation: The school nurse shall keep a separate Medication Administration Record for each student, which includes name, medication, dosage, times to be given, and the signature of person administering the medication.

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 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 also **Food Allergies**.

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

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

Mental Health Support (All Grade Levels)

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

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

Red Oak ISD is committed to supporting the well-being of all students by fostering a safe, healthy, and supportive learning environment. The district utilizes a variety of resources and services to address students' academic, social, emotional, and mental health needs. Through partnerships with TCHATT and Robinson House, the district provides additional layers of support for students and families. In addition, Red Oak ISD utilizes referral resources, including Resource Coordination through Unite Ellis, to connect students, staff, and families with available services and community-based supports. These collaborative efforts help ensure that individuals are guided through the process of identifying and accessing needed resources in a timely and effective manner.

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

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 or Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting: Chris Anderson, Athletic Director, at chris.anderson@redoakisd.og, 972.617.4635.

Physical Health Screenings / Examinations

Athletics' Participation (Secondary Grade Levels Only)

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

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

This examination is required to be submitted annually to the district on the UIL Pre-Participation Physical Evaluation form.

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

See the UIL's explanation of sudden cardiac arrest for more information.

Spinal Screening Program

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

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Other Examinations and Screenings (All Grade Levels)

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.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at **Red Oak ISD: Bacterial Meningitis** for information regarding meningitis. Additional information may also be found at the websites for the Centers for Disease Control and Prevention (CDC), particularly the CDC's information on **CDC: Bacterial Meningitis**, and the **Texas Department of State Health Services**.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization** 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) for more information.]

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS **Allergies and Anaphylaxis** website. The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies.

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. The district's food allergy management plan can be accessed at the **Red Oak ISD website: Food Allergy**.

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

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form developed by the Texas Education Agency.

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

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See Appendix B, Red Oak ISD *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:

- The district or campus full-time nurse.
- The campus full-time school counselor.
- The local public health authority, Texas Department of State Health Services (DSHS) Region 2/3, which may be contacted at 1301 S. Bowen Rd., Suite 200, Arlington, TX 76013, Phone Number 817.264.4500, or Email wdeveloper@dshs.texas.gov.
- The local mental health authority, North Texas Behavioral Health Authority, which may be contacted at 9441 LBJ Frwy., Suite 350, Dallas, TX 75243, Phone Number 214.366.9407, or Email info@ntbha.org.

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at **ROISD TASB Online Board Policy Manual**.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

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

For further information regarding these procedures and access to the District Improvement Plan, please contact the Curriculum and Instruction Department at 972.617.2941.

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

Student Health Advisory Council members include parents, students, student nutrition representatives, board members, administrators, and members of the public. During the preceding school year, the district's School Health Advisory

Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available on the district website at www.redoakisd.org.

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

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

Red Oak ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. For questions about the content or implementation of the district's wellness policy and plan, please contact: Lori Rowe, Director of Health Services, at 972.617.2941.

HOMEWORK (All Grade Levels)

Homework policies vary by teacher and by campus. Parents should request homework policies from your child's teacher(s). Any concerns about teacher homework policies or procedures should be directed to the teacher and, if not resolved, the campus principal.

LATE STUDENT PICK-UPS

Students not utilizing school transportation are expected to be picked up within thirty (30) minutes of dismissal.

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

Red Oak ISD police officers are employees of the district. When non-ROISD law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal or designee will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal or designee 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 or designee ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal or designee considers to be a valid objection.
- The principal or designee ordinarily will be present for the questioning or interview, unless the interviewer raises what the principal or designee considers to be a valid objection.

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.

- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a 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, will verify the official's authority to take custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS (All Grade Levels)

Student attendance is crucial to learning. Appointments should be scheduled outside of school hours if possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required 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. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.
- Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is permitted by his or her parent to leave campus unaccompanied, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.
- If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

All ROISD campuses are closed campuses. Students may not leave for lunch without being signed out by a parent or upon approval of a campus administrator.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

LOST AND FOUND (All Grade Levels)

A "lost and found" is located on each campus. If your child has lost an item, please encourage him or her to check the lost and found. 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

Make-Up Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade**.]

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

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

DAEP Makeup Work

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

Students and their parents are encouraged to discuss the options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to in-school suspension or another setting, other than DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Students and their parents are encouraged to discuss the options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Red Oak ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in policy FFH in the district's policy manual, available at **TASB Policy Online website**.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment: Brett Haugh, Chief of Secondary Schools, 109 W. Red Oak Rd., Red Oak, TX 75154, 972.617.2941, brett.haugh@redoakisd.org. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made

in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in policy FFH.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:
  Shana Owen, Executive Director of Specialized Learning, 109 W. Red Oak Rd., Red Oak, TX 75154, 972.617.2941, shana.owen@redoakisd.org.
- For all other concerns regarding discrimination:
  Contact the superintendent at 972.617.2941.

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

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: www.redoakisd.org.

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. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects. Be sure your child comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [For further information, contact your campus PTA or the school office.] All volunteers must have a current background check on file. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations. The activities are varied, ranging from booster clubs to serving on district and campus committees. For further information, please contact your school office.

- 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 more information, see policies BQA and BQB, or contact your school office.
- Serving on the School Health Advisory Council (SHAC), assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 7:00 p.m., in the Red Oak ISD Education Service Center Board Room, located at 109 W. Red Oak Road, Red Oak, TX 75154. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at the front entrance of the Education Service Center and online at the district's website, www.redoakisd.org. [See policies BE and BED for more information.]

PARKING AND PARKING PERMITS (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay applicable fee to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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**.]

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

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

PRAYER (All Grade Levels)

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

PRIVATE SPACES

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. In making promotion decisions, the district will consider the following: recommendation of the student's teacher, grades, scores received on any criterion-referenced or state-mandated assessments, and any other necessary academic information as determined by the district.

Kindergarten

A retention committee shall convene when a Kindergarten student is under consideration for retention. This committee must include the student's parent(s)/guardian(s). Using multiple sources of student performance data, retention or promotion shall be determined by the retention committee.

Elementary and Middle School Grade Levels

To be promoted in grades 1-8, a student shall attain a combined average of 70 or above for the year in Reading and English Language Arts, Mathematics, Social Studies, and Science. In addition, the student shall attain an average of 70 or above in Reading and English Language Arts combined and 70 or above in Mathematics.

Repeating Prekindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

Grade-level advancements for students in grades 9 – 12 shall be earned by course credits. Credit will be earned in a course by semester with a grade of 70 or above. The number of credits required for graduation varies according to type of diploma sought. Contact the school counselor at the high school for specific credit requirements. High school students must also pass the STAAR EOC state assessment in order to receive a diploma.

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** and **Standardized Testing** for more information about EOC assessments.]

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

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

REMOTE INSTRUCTION

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

REPORT CARDS / PROGRESS REPORTS, CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL).]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report Cards and Progress Reports will be available on the Red Oak ISD website through the Skyward Family Access portal after each grading period. An electronic signature is required to view grading reports. If a parent is unable to view their student's progress electronically, you may request a hard copy from the campus front office. If a student receives a six week grade of less than 70 in any class or subject, the parents are requested to schedule a conference with the teacher of that class or subject.

Report Cards and Progress Reports are disseminated to parents and students using the following schedule:

Grading Period	End of 6 Weeks	Progress Reports	Report Cards
1st Six Weeks	September 18, 2026	September 11, 2026	September 25, 2026
2nd Six Weeks	October 30, 2026	October 16, 2026	November 5, 2026
3rd Six Weeks	December 18, 2026	December 4, 2026	January 8, 2027
4th Six Weeks	February 19, 2027	January 29, 2027	February 26, 2027
5th Six Weeks	April 9, 2027	March 25, 2027	April 16, 2027
6th Six Weeks – ELEMENTARY	May 26, 2027	May 7, 2027	May 27, 2027
6th Six Weeks – SECONDARY	May 26, 2027	May 7, 2027	June 2, 2027

REQUIRED STATE ASSESSMENTS

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grades 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

High School Courses – End-of-Course (EOC) Assessments

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

- Algebra I
- English I and English II
- Biology
- 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.

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. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as emergent bilingual students—may be eligible for exemptions, accommodations, or deferred testing.

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.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation**.]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans – Middle School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor or principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

SAFE STORAGE OF FIREARMS

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

SAFETY (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles 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 is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns on the Crime Stoppers Online Form located at https://www.elliscountycrimestoppers.org/school-program.
- 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.
- Students will be required to wear photo identification badges. Badges must be worn as directed and clearly visible at all times during the school day. Failure to wear the student identification badges may result in disciplinary consequences according to the campus discipline policy. For more information regarding obtaining a replacement student ID badge, see the campus front office.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Students will learn the appropriate signals for each type of drill at their campus.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see **Stop the Bleed Texas**.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

The decision to close school or to delay the opening of school will be made by 6:00 a.m. of the morning in question. The announcement will be posted on the district website and on social media channels. This is the most reliable source of information. We will also send information to local media outlets (listed below). It is their decision whether or not to air the information. In the event of inclement weather, tune in to the following:

TV	INTERNET
KDFW (4)	Red Oak ISD website
KXAS (5)	Facebook
WFAA (8)	Twitter
KTVT (11)	

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include text or phone messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- Text or phone notification,
- E-mail notification through Skyward, and
- Posting on the district's website, Facebook, and Twitter.

[See **Parent Contact Information** and **Automated Emergency Communications** for more information.]

SCHEDULE CHANGES (Middle and High School Grade Levels)

Students and parents are afforded the opportunity during the preceding year to decide what subjects the student will take. Careful thought should be given when making choices. Course selections are binding. **Only in emergencies will a change be allowed and only then with administrative approval**. There are times when the administration will find it necessary to alter pre-enrollment choices in order to equalize class size or to accommodate unavoidable circumstances.

SCHOOL FACILITIES

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Brent Stanford, the district's designated asbestos coordinator, at 972.617.4151.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Our team of food and nutrition professionals are dedicated to providing the best in customer care by serving safe, quality meals while meeting all state, (TDA) and federal government (USDA) guidelines. All meals, snacks, and beverages sold or served by the Student Nutrition Department meet the requirements of the Healthy Hunger Free Kids Act and the Smart Snacks in School policy. We encourage students to make healthy meal choices by providing access to a variety of healthy menu options, and daily choices of fresh fruits and vegetables.

All Red Oak ISD schools qualify to operate the Community Eligibility Provision (CEP) and will provide breakfast and lunch to all children at no charge and eliminate the collection of meal applications for free, reduced-price, and paid student meals. This new approach reduces burdens for both families and school administrators and helps ensure that students receive nutritious meals.

Because all Red Oak ISD students will receive free breakfast and lunch, parents will not need to complete and return the United States Department of Agriculture (USDA) free and reduced-price meal application.

Red Oak ISD is still required to collect and report the socioeconomic status of each student via a Socioeconomic Information Form (SIF). The information collected is sent to the Texas Education Agency (TEA) to ensure campuses receive federal and state funds appropriately. Socioeconomic information is also utilized in the annual state accountability ratings, ensuring that each campus is compared to other campuses with the same percentage of economically disadvantaged students.

All parents/guardians must complete an updated Socioeconomic Information Form (SIF) each year. To capture the required data, a socioeconomic information element has been included in the enrollment and registration packets which will allow the district to collect information that determines other district funding. Parents/Guardians may be asked to resubmit the form if the information was not completed during enrollment. Also, changes to the SIF may be submitted through a paper form at your student's campus.

Families must complete the form so that schools can receive federal and state funding (i.e., Title I and State Compensatory Education), which directly impacts campuses and students throughout the district. Title I and State Compensatory Education funding can be used for personnel, tutoring services, technology, and professional development for teachers.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

[See policy COB for more information.]

All ROISD campuses are closed campuses. Students may not leave for lunch without being signed out by a parent or upon approval of the principal.

Students are not allowed to have commercially prepared food delivered to school at any time during the school day.

Parents/guardians are welcome to join their child for lunch; however, they must first sign in at the office and receive a visitor's badge. Parents/guardians may not provide commercially prepared food obtained outside of the school cafeteria to any child other than their own during breakfast and/or lunch meal service.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines with the exception of Red Oak High School. For more information regarding these policies and guidelines see the school principal. [See policy FFA.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Mike McCarty, the district's IPM coordinator, at 972.617.4151.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students must follow the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Learning Commons/Library (All Grade Levels)

Library materials are available for check out, upon permission from the librarian, for up to two (2) weeks (grades 6 – 12) or one (1) week (grades PK – 5). Students may renew materials unless someone else has requested the materials and placed them on reserve. Students PK – 12 to whom materials are checked out are responsible for their return and payment of any charges if lost or damaged. Library charges are official school fees. All fees must be cleared by the end of the school year to avoid suspension of library privileges for the next school year.

The library is open throughout the day, following the campus schedule. Students will work with campus staff to obtain permission and the appropriate pass to visit the library outside of classroom visits.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

The Red Oak ISD School Board has established a School Library Advisory Council (SLAC) to assist the district in ensuring that library collections support student achievement, meet state standards, and reflect community expectations. Information regarding the ROISD SLAC is available on the district's website at ROISD SLAC.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian, library staff, and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list through the Skyward online form. Access to the form may be requested by contacting the campus librarian.

Red Oak ISD uses Destiny for the district's library collection management. This system keeps a record of library titles students have checked out. Parents will receive an email regarding any books checked out by their child.

Red Oak ISD uses an online library catalog called Destiny for hard copy titles and Sora for ebooks. A parent may access the school's library or any available online catalog by visiting the campus's Learning Commons website and selecting the Destiny Library Manager link. In addition, Sora has parental controls. At this time, parents are encouraged to work with their child to review their child's Sora account. If you have any questions, contact the campus librarian.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-Curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**.]

SCHOOL-SPONSORED FIELD TRIPS (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

SEARCHES AND INVESTIGATIONS

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

Students in grades 9-12 who wish to participate in competitive, school-sponsored extracurricular activities must participate in the random drug testing program. This program shall include random testing throughout the school year for students in extracurricular activities.

The results of any drug test performed under this program will be used only to determine eligibility for participation in competitive extracurricular activities. The district will not take action against a student except as provided in this policy.

A parent who has a child in grades 9-12 not participating in an extracurricular activity may want to have their child participate, at their own expense, in the program on a voluntary basis. Participants must sign the same consent form and will follow the same procedures described above. Results for voluntary participants will be reported directly to the parent. The school will not be notified of the results of voluntary participants.

The complete random drug testing policy is located in policy FNF(LOCAL).

See **Steroids** for more information.

Use of Passive Alcohol Screening Device (PAS)

In accordance with district policy FNCF(LEGAL), and to ensure the health and safety of all students and employees and that the district is alcohol-free, the district shall permit the use of a Passive Alcohol Screening Devise (PAS) by district police officers to determine the use of alcohol by students. The use of a PAS shall be allowed when a district police officer has a reasonable suspicion that a student has consumed or is under the influence of alcohol. The results of the PAS shall not be used to determine the level of alcohol consumption, if any, but shall be used to show the use of alcohol by a student. Before PAS is used, a campus administrator or district police officer will attempt to contact parents by using all phone numbers and any other methods of contact information listed on the student's personal information. If they are unable to reach the parents, the test will be conducted.

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the presence of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, 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 campus principal.

The Texas State Library and Archives Commission's Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their sophomore year to determine the appropriate examination to take. These examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

NOTE: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

The ACT and SAT will be administered at Red Oak High School. Check with the counselor for scheduled dates.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the Reading, Mathematics, and Writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual-credit course offered through the district. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances. Red Oak High School is a certified TSI Assessment Center. Please contact the school counselor for more information on registering to take the TSI.

STUDENT IDENTIFICATION BADGES

Students in grades 6 and above will be required to wear photo identification badges. Badges must be worn as directed and clearly visible at all times. Failure to wear the student identification badges may result in disciplinary consequences according to the campus discipline policy. Students will be informed of the consequences for not wearing their ID at the beginning of the school year. In addition, the ID may only be worn/used by the assigned student. Loaning or switching them will not be permitted.

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce the following school events: football games, opening announcements and greetings for the school day, pep rallies and other extracurricular and curriculum-related events sponsored by the district. [See policy FNA(LOCAL) for eligibility criteria.] If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

SUMMER SCHOOL (All Grade Levels)

Red Oak ISD offers a variety of summer school programs. Dates and information will be available in the spring from the counselors. Selected summer programs require a registration fee to be paid by the parent, and transportation is the responsibility of the parent.

TARDIES/LATE TO SCHOOL (All Grade Levels)

Students are expected to arrive to school and class on time. Repeated instances of tardiness will result in disciplinary action according to the campus tardy policy [see Student Code of Conduct]. Late arrival or tardy to 1st period may be defined as “parts of days” and therefore may count towards compulsory attendance laws.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If the district does not issue graphing calculators for a course requiring their use, a student may use an app on their district issued device (Chromebook or laptop) in place of a graphing calculator.

A student who is issued a damaged item should report the damage to the teacher. A student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.

Students are not allowed to bring a personal camera to school or be in possession of a personal camera during school hours unless in use for an instructional activity that is approved by the campus principal. The campus principal may make an exception to this rule for special days during the school year. This is at the discretion of the campus principal.

TRANSFERS (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

For information regarding Intra-District Transfers see FDB(LOCAL).

For information regarding Inter-District Transfers see FDA(LOCAL).

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-Sponsored Field Trips** for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any eligible students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified the areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus. These areas may be found on **Red Oak ISD website: Transportation Resources**. Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting a high risk of violence when walking to and from school independently, the district will provide transportation to these students. Please contact the Transportation Department at 972.617.5101 for additional information.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at 972.617.5101.

[See the ROISD Student Transportation Handbook for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook, the Student Code of Conduct and the Red Oak ISD Student Transportation Handbook. Students must:

- Observe all usual classroom rules.
- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Red Oak ISD Student Transportation Handbook and the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

All of the information regarding Red Oak ISD Student Transportation may be found on the **ROISD website: Transportation Department**.

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 -- both this year and for years to come -- littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. The school may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons that are found in their cars and will be subject to disciplinary action. [See policy FNF.]

The following applies to students driving automobiles to school:

1. A legal Texas driver may drive a properly inspected/insured automobile to school provided he/she parks in the designated student parking areas and obeys all state, local and district traffic control laws.
2. The appropriate parking permit must be purchased from the high school office for $40.00 per vehicle; additional permits are also available for $40.00.
3. Parking sticker must be placed on the front windshield in the bottom right corner (passenger side) and adhere solely with the sticker's adhesive.
4. Students must park in the designated student parking spaces in the designated student areas. (Lots A or C).
5. Emergency permits are available for students that possess a legal permit for one day only.
6. Replacement permits will only be available if the original permit can be produced.
7. Students may not go to their vehicles or the parking lot during school hours without written permission from an administrator.
8. Upon arrival, students must exit their vehicle. Students are not to loiter in or near their vehicles before or after school.
9. Once parked, NO vehicle will be allowed to be moved except to leave the parking lot and only with Administrators or Police permission.

10. Once the student enters the parking lot, they cannot leave without a pass from the office or administration with the correct date and time.
11. Students shall follow all state, local, and district traffic control laws at all times while on school property.
12. Accidents on the parking lot or school grounds will be handled between the individuals involved and their insurance company according to Texas law. ROISD PD should also be notified.

Anyone in violation of any parking regulation or traffic control law is subject to disciplinary action. The consequences may include the loss of your parking privilege for three or more days, removal of the vehicle from the campus at the owner's expense and/or a traffic citation issued by the Red Oak ISD Police Department.

Students must observe all directions given by any staff personnel.

VIDEO CAMERAS (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Shana Owen, Executive Director of Specialized Learning, who the district has designated to coordinate the implementation of and compliance with this law. [See EHBAF(LOCAL).]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**.]

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and guardians are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

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. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**.]

Unauthorized Persons

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

- 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.

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

Each fall and throughout the school year, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please complete the online application located on the district's website at www.redoakisd.org. If you have any questions about the volunteer process with Red Oak ISD, please contact the Volunteer Coordinator at volunteer@redoakisd.org. Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. If you are attending any activity/field trip with your student, you are required to complete the district online application.

VOTER REGISTRATION (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student under 18 may be withdrawn from school after completing an exit review with a school administrator and a Withdrawal Survey completed and signed by parent or guardian.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. If student is 18 or older, the Withdrawal Survey may be completed and signed by student.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

The district may withdraw students for nonattendance in accordance with policy FEA (LOCAL).

GLOSSARY

Accelerated instruction, including **supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

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

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 part of the committee.

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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 are 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.

FERPA refers to the federal Family Educational Rights and Privacy Act that 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 stands for Individualized Education Program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a disciplinary alternative education program. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

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

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language, and is administered for those who meet the participation requirements in kindergarten - grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

RED OAK ISD

APPENDIX A:

Internet Safety Policy, Acceptable Use of Technology Resources, & Artificial Intelligence (AI) Policy

Red Oak Independent School District

Internet Safety Policy

Introduction

It is the policy of the Red Oak Independent School District ("ROISD") to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA"). It is the goal of this policy not only to prevent and protect, but to educate employees, students, parents and the community of ROISD in Internet safety. The CIPA guidelines for an Internet Safety Policy have also been incorporated by ROISD into its Technology Resource Acceptable Use Policy.

The Children's Internet Protection Act, enacted December 21, 2000, requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements. Schools and libraries receiving funds for Internet access and/or internal connection services must also meet the Internet safety policies of the Neighborhood Children's Internet Protection Act ("NCIPA") that addresses the broader issues of electronic messaging, disclosure of personal information of minors, and unlawful online activities. In addition, Texas House Bill No. 18, the Securing Children Online through Parental Empowerment (SCOPE) Act, enacted June 13, 2023, requires covered digital service providers to provide minors with certain data protections, prevent minors from accessing harmful content, and give parents tools to manage their child's use of the service.

This policy is intended to be read together with the ROISD's Technology Resource Acceptable Use Policy. All limitations and penalties set forth in the Technology Resource Acceptable Use Policy are deemed to be incorporated into this policy. Terms used in this policy which also appear in the Children's Internet Protection Act have the meanings defined in the Children's Internet Protection Act.

COMPLIANCE WITH THE REQUIREMENTS OF CIPA:

Technology Protection Measures

A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, involve child pornography, or are harmful to minors. ROISD utilizes a sophisticated content filtering system located at the firewall level to ensure all computers are subject to filtering that is compliant with CIPA and NCIPA.

Access to Inappropriate Material

To the extent practical, Technology Protection Measures (or "Internet filters") shall be used to block or filter the Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by CIPA and SCOPE, blocking shall be applied to visual and textual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to administrative approval, Technology Protection Measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Any attempt to bypass, defeat or circumvent the Technology Protection Measures is punishable as a violation of this policy and of the Technology Resource Acceptable Use Policy.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the ROISD online computer network when using electronic mail, chat rooms, blogging, instant messaging, online discussions and other forms of

direct electronic communications. Without limiting the foregoing, access to such means of communication is strictly limited by the Technology Resource Acceptable Use Policy. Specifically, as required by CIPA and SCOPE Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all professional employees (pedagogical and administrative staff) of ROISD to supervise and monitor usage of the school district's computers, computer network and access to the Internet in accordance with this policy, the Technology Resource Acceptable Use Policy, and CIPA and SCOPE Act. In accordance with SCOPE Act, ROISD has secured an internet filtering software that blocks inappropriate content and alerts administrators if students attempt to access such content. Campus administration will notify parents regarding alerts of inappropriate use. Procedures for the disabling or otherwise modifying any Technology Protection Measures shall be the responsibility of the Director of Technology or designated representatives.

Education

ROISD will advocate and educate employees, students, parents and the ROISD community on Internet safety and "cyber-bullying." In accordance with the SCOPE Act, parent education will be provided through such means as professional development training and materials to employees, PTA presentations, Parent University and the school district website.

Cyber-bullying

The Technology Resource Acceptable Use Policy includes provisions intended to prohibit and establish penalties for inappropriate and oppressive conduct, including cyber-bullying. ROISD is a place of tolerance and good manners.

- Students may not use the network or any ROISD computer facilities for hate mail, defamatory statements, statements intended to injure or humiliate others by disclosure of personal information (whether true or false), personal attacks on others, and statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability.
- Network users may not use vulgar, derogatory, or obscene language.
- Network users may not post inappropriate anonymous messages or forge e-mail or other messages.
- ROISD computers and network facilities may not be used for any activity, or to transmit any material, that violates United States, State of Texas or local laws. This includes, but is not limited to, any threat or act of intimidation or harassment against another person.

Time Restrictions

In accordance with the SCOPE Act, Red Oak ISD has implemented time restrictions on student devices. All elementary student devices will remain on campus. Within the instructional day, teachers will use a combination of digital and non-digital instructional strategies. In addition, in the event of a cybersecurity situation, ROISD may be required to disable student devices to mitigate the threat until a solution has been determined.

Data Privacy

Red Oak ISD will adopt software applications that collect only the data strictly necessary for educational purposes. Online resources and applications will be approved through a semi-annual district process. A list of approved applications is available on the ROISD Instructional Technology website.

Red Oak Independent School District

Technology Resource Acceptable Use Policy

Introduction

Red Oak Independent School District makes a variety of communication and information technologies available to students, employees, and other authorized users to enhance the learning environment and promote educational excellence. These technologies, when properly used, will provide educational benefits to students and employees through resource sharing, innovation and communication. The purpose of this Acceptable Use Policy is to educate district students, employees, and authorized users of the rules and standards of behavior to be followed when using the district technology resources, as well as the consequences for failing to meet those rules and standards. The district firmly believes that the valuable information and interaction available through the use of the district technology resources far outweighs the possibility that users may interact with material that is not consistent with the district's educational goals.

Mandatory Review

To educate district employees, students, and authorized users on proper Technology Resource use and conduct, all users are required to review these guidelines at the beginning of each school year. All district employees shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Both the student and parent or legal guardian are required to acknowledge receipt and understanding of the Acceptable Use Policy as part of their review of the Discipline Management Plan and Student Code of Conduct handbook. All such receipts will be maintained on file in the principal's or departmental supervisor's office. Employees supervising students who use the district's system must provide training emphasizing its appropriate use.

District Technology Resources

District Technology Resources refers to any configuration of hardware and software operated and provided by Red Oak ISD, including electronic computer systems, data management systems, and communication infrastructure. The system includes but is not limited to the following:

- Telephones, cellular telephones, pagers and voicemail facilities;
- Data communications network, Wi-Fi;
- Electronic mail (e-mail) accounts;
- Printers, copiers, fax machines;
- Servers;
- Computer hardware and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data files, e-mail, digital images and audio files;
- Internally accessed databases or tools;
- Externally accessed databases (such as the Internet); and,
- Additional technologies as they become available.

Acceptable Use

Technology Resources will be used to improve learning and teaching consistent with the district's educational goals. The district requires legal, ethical and appropriate use of all Technology Resources.

Access to Technology Resources. Network and Internet access is provided to all district teachers and staff. Students may be allowed to use the local network with campus permission, but may only use the Internet with parent permission. All Internet access will be monitored by district staff. All non-employee/non-student users must obtain approval from the Technology Director or designee to gain individual access to the district's system.

Access to the district's electronic communications system, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use is permitted if the use imposes no tangible cost to the district, does not unduly burden the district's computer or network resources, and has no adverse effect on an employee's job performance or on a student's academic performance.

Privilege. Access to the district's technology resources is a privilege, not a right. As such access may be denied for any individual for any reason at the district's sole discretion.

Content/Third-Party Supplied Information. System users and parents of students with access to the district's system should be aware that use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material. A user who gains access to such material is expected to discontinue the access as quickly as possible and to report the incident to the supervising staff member.

Security

System security is a high priority and the responsibility of all system users.

Reporting Security Problem. If knowledge of inappropriate material or a security problem on the district technology resources is identified, the user should immediately notify the district's Help Desk or supervising staff member. The security problem should not be shared with others.

Accounts. Staff, students, and other authorized users who are assigned individual accounts will be held responsible for any and all activity logged under that account. When any user under a district issued account violates district policy, the district shall attribute this conduct to the individual assigned the account. Allowing a third party to use a district provided account shall not be a defense to student or employee discipline. System users may not use another person's system account.

Passwords. Passwords are the primary way in which users are authenticated and allowed to use the district's computing resources. System users are required to maintain password confidentiality by not sharing their password with others recognizing that if they do so, they will be held accountable for their actions as well as those of other parties to whom they have given access.

Filtering. Sites accessible via district technology resources may contain material that is illegal, defamatory, inaccurate or controversial. Each district computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and SCOPE Act. The district makes every effort to limit access to objectionable material; however, controlling all of such materials on the Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may be inappropriate and not of educational value in the school setting. The Red Oak Internet connection is the only system to be used in schools. No commercial Internet accounts may be used.

Data Privacy. In order to provide students with access to online applications and resources, the district will share only the data strictly necessary for educational purposes. The district will semi-annually review data privacy agreements and ensure measures are taken to safely and securely share required information. Student personal identifiable information is only shared with district approved resources. Parents are encouraged to review the list of approved resources on the district's Instructional Technology website. Additionally, unapproved software applications conducting non-educational assessments or collecting information about students is strictly prohibited.

Monitoring

All district system usage is subject to monitoring by designated staff at any time to ensure appropriate use. Users should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system will be available for review by any authorized representative of the district, and may be subject to public disclosure under the Texas Public Information Act. System users should not use the computer system to send, receive or store any information, including e-mail messages, that they consider personal or confidential and wish to keep private. The district reserves the right to access, review, modify, copy, delete, or disclose such information for any purpose. District staff will monitor and examine all users of the district's systems to ensure appropriate and ethical use.

Inappropriate Use

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this or any components that are connected to the Computer/Network/Internet. The following actions are considered inappropriate uses and are prohibited:

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

- copyrighted material;
- plagiarized material;
- threatening, harassing, defamatory or obscene material;
- material protected by trade secret.

Bullying. Any use of district technology resources to threaten, harass, defame, humiliate, embarrass, or otherwise target another person is prohibited.

Intellectual Property. Teachers, staff, and students must always respect copyrights and trademarks of third-parties and their ownership claims in images, text, video and audio material, software, information, and inventions. The copy, use, or transfer of others' materials without appropriate authorization is not allowed.

Impersonation/Plagiarism. Fraudulently altering or copying documents or files authored by another individual is prohibited. Fraudulently creating a document or communication and attributing it to another is prohibited. Assuming the identity of another individual is prohibited.

File/Data Violations. Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission or district authorization is prohibited.

Hacking/Circumvention. Any attempt to hack or circumvent district firewalls, filters, or system security is prohibited. Unauthorized access of district systems and data strictly is prohibited.

Transmitting Confidential Information. Teachers, staff, and students may not redistribute or forward confidential information (i.e. educational records, directory information, personnel records, etc.) without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing such personal information as home addresses or phone numbers of users or others is prohibited.

Modification of Computer. Modifying or changing computer settings and/or internal or external configurations without appropriate permission is prohibited. Adding or removing any software or hardware without written permission from the Technology Director or designee is prohibited. Tampering with or theft of components from district systems may be regarded as criminal activity under applicable state and federal laws.

Commercial Use. Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal is prohibited.

Marketing by Non-ROISD Organizations. Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or approved by the district is prohibited.

Political Lobbying. Consistent with State ethics laws, district resources and equipment, including, but not limited to, e-mail, must not be used to conduct any political activities, including political advertising or lobbying.

Vandalism/Mischief. Any malicious attempt to harm or destroy district equipment, materials or data; or the malicious attempt to harm or destroy data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Any deliberate attempt to degrade or disrupt system performance is prohibited.

Consequences of Inappropriate Use

Violations of Red Oak ISD's policies and procedures concerning the appropriate use of district technology resources may result in the suspension of access, termination of privileges, and/or other disciplinary action consistent with board policies, the Student Code of Conduct, and State or Federal law. This may also require restitution for costs associates with system restoration, hardware, or software costs. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's technology resources.

Electronic Communication

Electronic communication encompasses all communication sent via technological devices. It may include email, websites, electronic documents, electronic images, electronic sound, electronic video, and social media such as blogs, wikis, forums, and messages boards. All staff, students, parents, and authorized users should be aware of their responsibility to use these resources in a positive manner. The district encourages the use of electronic communication to enhance the learning environment consistent with the district's educational goals.

Social Media. Students and employees may participate in social media learning environments (such as, but not limited to, blogs, discussion forums, RSS feeds, wikis, and message boards) within a district-approved safe, secure, curriculum-supported learning opportunity.

Electronic Mail. Electronic Mail (e-mail) is one of the most used communications tools in the district. All teachers and staff are issued e-mail accounts for instructional and administrative needs. Users should check e-mail frequently, delete unwanted messages promptly. E-mail attachments are limited to 15MB or smaller.

Perceived Representation. Users should be aware, school-related electronic communications may cause some recipients or other readers to assume that the user's comments represent the district or school, whether or not that was the user's intention.

Privacy. Electronic communication should not be considered private. Users should be aware that any electronic communication may become public information, available for view by any person or entity. Confidential information, such as home addresses or phone numbers, should not be divulged in electronic communications without the permission of the individual involved.

Inappropriate Language. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in electronic communications distributed through district technology resources is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.

Forgery. Forgery or attempted forgery of e-mail messages or other electronic communications is prohibited and punishable by law. Attempts to read, delete, copy, or modify the communications of other system users, deliberate

interference with the ability of other system users to utilize electronic communication, or the use of another person's user ID and/or password is prohibited.

Junk Mail/Chain Letters. Generally users should refrain from forwarding e-mails or communications which do not relate to the educational purposes of the district. Chain letters or other e-mails intended for forwarding or distributing to others is prohibited. Creating or distributing unnecessary messages to people (spamming) is also prohibited.

Resource Usage. Users should limit electronic communications to instructional and administrative functions.

Student E-mail Accounts. Student e-mail accounts may be provided directly by the district or through the content management system of an approved online course. As appropriate and with written approval of the designated district personnel in the Technology Department, project e-mail accounts will be granted for specific educational activities. Students who are given access to an e-mail account are expected to abide by the guidelines established for Electronic Communication.

Students are prohibited from accessing personal electronic communication accounts (e-mail, Facebook, Twitter, etc.) using the district's system.

Display of Student Information on District Websites. The following conditions apply to the display of student information on district websites. A content contributor who knowingly violates (or promotes the violation of) any portion of these guidelines will be subject to disciplinary action in accordance with district policies.

Student-created projects, Writings, and/or artwork are permitted on campus/district websites if the appropriate parental/student consent has been obtained.

Student photographs or names are permitted if the directory information specified for the student allows for it.

All student photographs and/or student work may be displayed without the student's name. No other personal student information is allowed including, but not limited to, name, e-mail address, phone number, home address, and/or birth date.

Disclaimer

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the district. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communications system.

Elastic Clause. The school and administration reserve the right to establish fair and reasonable rules and regulations for circumstances that may arise requiring actions that are not covered under these guidelines. In all cases, rules, regulations, and possible consequences shall be as consistent as possible with previously established rules, regulations, and consequences for similar incidents.

Matters omitted from these guidelines should not be interpreted as a limitation to the scope of the district's responsibility and, therefore, the district's authority in dealing with any type of infraction that may not be in the best interest of the safety and welfare of the students.

These rules and policies apply to any student who is on school property, who is in attendance at school or any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the district, schools, students and staff.

More Information

These guidelines were developed pursuant to Board Policy CQ(LOCAL). More information can be found at the following locations:

- **Red Oak ISD Board Policies**
- **Student Code of Conduct**
- **Employee Handbook**

Red Oak Independent School District

Artificial Intelligence (AI) Policy

Belief statement

ROISD is committed to ensuring all students and staff reach new heights. Red Oak ISD believes that **Artificial Intelligence (AI)** is a transformative tool to **enhance teaching, learning, and operational efficiency**. We expect students and staff to **utilize AI in an ethical, responsible, and creative manner.** We value the **development of critical thinking, digital literacy, and lifelong learning** and expect AI usage to support—not replace—human judgment, academic integrity, and professional excellence. In alignment with the **4 Talons of the Hawk**, our community is expected to demonstrate the following values in AI use:

- **Academic Readiness:** Students and staff will approach AI with digital literacy and critical thinking, using it to enhance—not replace—intellectual effort and personal responsibility.
- **Grit:** We encourage perseverance in learning how to use AI tools effectively, even when faced with challenges or the unknowns of emerging technology.
- **REACH:** AI must be used with integrity, transparency, and ethical decision-making. Plagiarism, data misuse, and the generation of inappropriate content contradict our commitment to honesty and respect.
- **Leave a Legacy**: We believe in using AI to uplift others, streamline tasks, improve instruction, and provide equitable support for all learners, fostering a culture of service and impact.

As a district, we are committed to **cultivating digital citizens and lifelong learners** who are prepared to succeed and lead in a world shaped by AI. See our webpage Red Oak ISD – Technology Department for additional resources and guidance on the use of AI at ROISD.

Acceptable Use Guidelines - Students

When to use AI tools

- Brainstorm ideas, revise drafts, assist with organization, and study difficult topics
- Translate or simplify language for better comprehension
- Teacher permitted/allowed
- **Clearly acknowledged and attributed** when an AI tool assisted with content creation (e.g., *"This summary was generated with the help of Gemini."*)
- As a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making.

Prohibited Uses

- Plagiarism or submitting AI-generated content as original work ***without attribution*** even when used to brainstorm or revise.
- Using AI to ***bypass academic effort,*** including generating answers for tests or assignments.
- Generating or sharing ***inappropriate, biased, bullying or harmful to others, or unsafe content***.

Data Privacy & Security

- Students are to use only district-approved AI tools that comply with **FERPA**, **COPPA**, **SCOPE Act**, and **privacy laws**.
- ***Do not*** input Personally Identifiable Information (PII), such as student records or protected health information, into public AI tools.
- Students are reminded to follow digital citizenship guidelines when utilizing AI tools. Students will be given frequent reminders throughout the school year regarding this practice.

Accountability & Monitoring

- Use of AI tools may be **monitored and logged**.
- Students should use **AI ethically both in and out of the** classroom
- Violations will be subject to disciplinary actions under the Acceptable Use Policy and Student Code of Conduct.

AI Literacy & Support

- Students will receive **digital citizenship education** that includes AI literacy and ethics.

Review & Updates

- Red Oak ISD will provide a list of AI-approved applications on our district website. Although other software applications may highlight AI, please refrain from using district credentials in unapproved applications.
- AI is constantly changing. This policy will be reviewed **annually** and revised as AI technologies and regulations evolve.

The content of this policy was made in collaboration with generative artificial intelligence.

RED OAK ISD

APPENDIX B:

Student
Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Cristi Watts, Executive Director of Student Services, at cristi.watts@redoakisd.org or 972.617.2941.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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

This Code of Conduct has been adopted by the Red Oak ISD Board of Trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside of the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code of Conduct shall be available at the office of the campus behavior coordinator and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

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

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling to and from school or a school-sponsored or school-related activity on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. While the student is in attendance at any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;

7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The campus behavior coordinator (CBC) is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

In Red Oak ISD, the campus behavior coordinator (CBC) will be the campus principal or any other administrator selected by the principal. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator (CBC). Contact information may be found at www.redoakisd.org.

The campus behavior coordinator (CBC) and any district administrator retain the ability and/or power under Chapter 37 of the Texas Education Code, to discipline a student.

Threat Assessment and Safe and Supportive School Team

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

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or campus behavior coordinator (CBC) and other school administrators as appropriate will report crimes as required by law and will call local law enforcement (Red Oak ISD Police) when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes police officers to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the campus behavior coordinator (CBC) and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

Police officers employed by the district shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the district. Subject to limitations in law, district police officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the district and protect the property of the district.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, district police officers may serve search warrants in connection with district-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce district policies, rules, and regulations on district property, in school zones, at bus stops, or at district functions.
6. Investigate violations of district policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

Security personnel are tasked with duties that are not in direct conflict with licensed peace officers. District security personnel shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the district and protect the property of the district.
2. Maintain school security by patrolling campus hallways, completing door checks, and monitoring the perimeter of the campus throughout the day.
3. Routinely check exterior doors and interior classroom doors to ensure they are locked.
4. Complete weekly exterior door audits.
5. Inform campus administrators of malfunctioning cameras, doors, locks, gates, windows, etc., that require the submission of a work order for repair.
6. Assist with campus safety drills (i.e., fire, hold, secure, lockdown, evacuate, shelter).
7. Assist and coordinate with District security personnel and law enforcement personnel as needed.
8. Notify the police, fire department, emergency responders, or other appropriate authority of any situation requiring immediate attention.
9. Perform other tasks and carry out all other lawful duties as directed by the chief of police or Superintendent.

‘Parent’ Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

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

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion at any point during the senior school year.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion at any point during the senior school year.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. 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 policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP-Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

The district may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be listed in the Student Handbook or posted in classrooms, and may or may not constitute violations of the Student Code of Conduct.

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle (physical or verbal confrontations). (For assault see **DAEP Placement and Expulsion**.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. [See Glossary for all four terms.]
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship. [see Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [see Glossary]
- Coerce an individual to act through the use or threat of force (coercion).
- Commit extortion, coercion, or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see **DAEP Placement or Expulsion**.)
- Deface or damage school property -- including textbooks, technology and electronic resources, lockers, furniture, and other equipment -- with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft see **DAEP Placement and Expulsion**.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic devices;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Non-tobacco nicotine pouches;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use;
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists; or
- Skateboards, longboards or hover boards.

*For weapons and firearms, see **DAEP Placement and Expulsion**. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [see Glossary]

The district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see DAEP Placement and Expulsion for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for "paraphernalia."]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. [See Glossary for "abuse."]
- Abuse over-the-counter drugs. [See Glossary for "abuse."]
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. [See Glossary for "under the influence."]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.
- Have or take CBD oil, unless otherwise prescribed by law.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the Internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.
- Use district facilities to advertise, promote, sell tickets, or collect funds for any nonschool-related purpose.

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

Discipline Management Techniques

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

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

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

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see Glossary) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.

- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

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

Notification

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

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

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

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under Education Code 37.0014.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator (CBC), as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's (CBC) office, the central administration office, or on the district's website under School Board Policy at www.redoakisd.org.

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

Removal from the School Bus

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

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal, campus behavior coordinator (CBC), or designated district administrator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's (CBC) office as a discipline management technique. The campus behavior coordinator (CBC) shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior repeatedly interferes with the teacher's ability to teach his or her class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.

3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

A teacher, campus behavior coordinator (CBC), or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the campus behavior coordinator (CBC) or appropriate administrator will schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator (CBC) or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator (CBC) or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension (ISS).
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services,

the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the campus behavior coordinator (CBC) or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator (CBC) shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the campus behavior coordinator (CBC) shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the campus behavior coordinator (CBC) or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator (CBC) shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator (CBC) shall take into consideration:

1. Self-defense [see Glossary],
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

While suspended, a student may not participate in or attend any school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework during Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension (ISS) or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator (CBC) will take into consideration:

1. Self-defense [see Glossary],
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student may be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]
- Involvement in criminal street gang activity. [see Glossary]
- Any criminal mischief, including a felony.
- Exhausting all consequences of the campus discipline plan due to serious and persistent misconduct.
- Any incident of fighting.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. **See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for additional information.

In accordance with state law, a student may be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see Glossary) that the student has engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The campus behavior coordinator (CBC) may place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student must be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see Glossary]
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see Glossary) under Penal Code 22.01(a)(1).
    - Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person, or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus in the district.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP will be made by the campus behavior coordinator (CBC) or appropriate administrator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator (CBC) or appropriate administrator will schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator (CBC) or appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and will give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator (CBC) shall take into consideration:

1. Self-defense [see Glossary],
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator (CBC) will write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee will deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order will give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the campus behavior coordinator (CBC) is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in in-school suspension (ISS) then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the campus behavior coordinator (CBC) is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in in-school suspension (ISS) to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator (CBC) shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The following are suggestions for length of placement within the Red Oak ISD DAEP:

Elementary

- 15 days for discretionary placement for students in grades K-5 that consists primarily of persistent misconduct displayed on campus and for which the campus discipline plan has been applied to the stage where removal from campus and placement in DAEP is indicated. The second (2nd) discretionary campus removal and program assignment could be for 30 days. A student who is disciplined for fighting on campus on two (2) separate and distinct instances could be placed in DAEP for 30 days. With elementary students K-5, the management of fighting on campus may include other consequences in lieu of placement in DAEP at principal discretion.

Secondary

- 5-15 days of discretionary placement for the first incident of fighting in grades 6-12. A student who is disciplined for fighting on campus in two (2) separate and distinct instances could be placed in DAEP for 30 days.
- 30 days for discretionary placement for secondary students (grades 6-12) that consists primarily of persistent misconduct displayed on campus and for which the campus discipline plan has been applied to the stage where removal from campus and placement in DAEP is indicated. The second (2nd) discretionary campus removal and program assignment could be for 60 days.
- If the reason for program referral for the 2nd time is for an offense other than continued violation of the code of conduct, then the length of placement could correspond to the more serious offense and the corresponding time assignment. A student who is assigned to DAEP for a 2nd placement during the academic school year either for discretionary or mandatory reasons will be ineligible for the early release incentive.

All Grade Levels

- Extended time for Felony Behavior: Crimes against persons – 120 days; Drug & Alcohol crimes – 90 days; Property crimes – 60 days.
- Mid-range time for non-felony antisocial behavior: Drugs, alcohol, threats and/or assaults against persons – 60 days. A threat against a person may be classified as Level 1 or Level 2 as a function of the campus administrator's determination of the student's ability and/or means whereby the threat is feasible or might be accomplished. A Level 1 threat is a 30-day DAEP assignment and signifies the administrator's decision that the means of the student following-through on the threat is of low-probability. Conversely, a Level 2 threat is a 60-day placement and signifies the administrator's evaluation that the student's means of follow-through on the threat is feasible or of high probability.
- Gang activity, identifiable gang clothing or styles, recognizable gang signs or other forms of gang communication, including implied intimidation, gang associated fights, graffiti, and/or attempts at recruitment – 60 days; Vandalism & theft – 60 days; Terroristic threats to damage property or to harm students and/or staff – 60 days.

The maximum period of DAEP placement shall be one calendar year except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator (CBC) or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see Glossary) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent will be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions or complaints from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's (CBC) office, the central administration office, or under the School Board Policy link on the district website at www.redoakisd.org.

Appeals shall begin at Level One with the principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

Seniors who are eligible to graduate will not be allowed to participate in the Red Oak ISD graduation ceremony and related graduation activities if they:

- are assigned to a DAEP or another disciplinary alternative education program (including JJAEP) through the last instructional day for seniors on the district calendar.
- engage in a DAEP level offense in the last week of instructional days for seniors or during the time between the last day of instruction for seniors and graduation.

Students who are eligible to graduate but cannot due to a DAEP placement may participate in the summer Red Oak ISD graduation ceremony.

Placement Review

A student placed in a DAEP will be provided a review of his or her status, including academic status, by the campus behavior coordinator (CBC) or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan will also be reviewed. At the review, the student or the student's parent will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator (CBC) may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney will notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see Glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee will review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board will, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board will make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal during Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator (CBC) may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator (CBC) or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to DAEP in an open-enrollment charter school or another district.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student will be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator (CBC) will take into consideration:

1. Self-defense [see Glossary],
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See DAEP Placement)

Any Location

A student may be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student may be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. [See Glossary for "under the influence."]
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student must be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. [see Glossary]
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Indecency with a child.
    - Kidnapping or aggravated kidnapping.
    - Burglary, robbery or aggravated robbery.

- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator (CBC) or other appropriate administrator will schedule a hearing within a reasonable time. The student's parent will be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator (CBC) or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension (ISS).
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the district's witnesses.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Red Oak Independent School District Superintendent or his designee the authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator (CBC) shall take into consideration:

1. Self-defense [see Glossary],
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee will deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the principal or designee will deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order will give notice of the inconsistency.

Length of Expulsion

The length of an expulsion will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

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

If the campus behavior coordinator (CBC) or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator (CBC) or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student will be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. [See policies FOCA(LEGAL) and FODA(LEGAL) for more information.]

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or

3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

GLOSSARY

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

Abuse is improper or excessive use.

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

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

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

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

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly

alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a

person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

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

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

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

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

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

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

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

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

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

Such term does not include an antique firearm.

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

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

Harassment includes:

1) Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2) Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3) Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
    i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

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

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

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

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

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

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

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

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

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a. An explosive weapon; or
    b. A machine gun.
2. Knuckles;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device; or
7. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

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

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

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

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code Section 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;

2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

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

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See policy FOC.]

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

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

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

DISCIPLINE PLAN
ELEMENTARY STUDENTS

Students who violate the district Student Code of Conduct shall be subject to disciplinary action. The district's disciplinary options include using one or more discipline management techniques, removal to a Disciplinary Alternative Education Program, suspension, and expulsion. Disciplinary measures are applied depending on the nature of the offense. More information about the district's Discipline Management Plan is available in the Student Code of Conduct.

Red Oak ISD is committed to establishing a high standard of learning within our students. When a student interrupts or stops that learning from taking place, a warning will be given. Only after the warning* will further consequences be earned as determined by the school administration. * (Note: Immediate consequences may be given when a student's behavior presents risk of harm to self or others. Warnings are not required for those offenses resulting in an office referral.)

Discipline Plan Steps K - 5

***Steps in the plan will accumulate throughout the entire school year.

Step 1:	Administrator Conference
Step 2:	Detention
Step 3:	Detention
Step 4:	Detention
Step 5:	Up to 1 day ISS (in-school suspension)
Step 6:	Up to 1 day earned ISS
Step 7:	Up to 2 days earned ISS
Step 8:	Up to 2 days earned ISS
Step 9:	Up to 3 days earned ISS
Step 10:	OSS (out of school suspension for grades 3-5 up to three days)
Step 11:	Elementary DAEP (15 days)
Step 12:	1 day ISS
Step 13:	2 days ISS
Step 14:	3 days ISS
Step 15:	OSS (for grades 3-5 up to three days)
Step 16:	Elementary DAEP (30 days)

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code 46.02 or Penal Code 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

A student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see Board Policy FOD] shall be provided educational services in a DAEP.

DISCIPLINE PLAN
SECONDARY STUDENTS

Red Oak High School and Middle Schools
Discipline Guidelines

The disciplinary action taken will be based on "individual offense actions" in most cases. There are a few instances where total cumulative points earned will determine disciplinary action. The administrator reserves the right to use any action deemed appropriate according to specific circumstances. The natural progression of consequences for inappropriate behavior would include after school detention, Saturday detention, in-school suspension (ISS), out of school suspension, and then recommendation for placement in the Discipline Alternative Education Program (DAEP). Serious acts of misbehavior will result in more serious consequences, such as in-school suspension, out of school suspension, placement in DAEP, or recommendation for expulsion.

The Red Oak High School and Middle Schools Discipline Management Plan is based on a point system. When a student has accumulated 15-20 points the student may be placed in in-school suspension (ISS) for up to three days. When a student has accumulated 30 or more total points for the year, a conference will be held to determine if a DAEP placement is warranted. An example of common offenses is listed below:

Offense	**Points Per Offense**
Cell Phone / Personal Device	3 + Follow Personal Electronic Communications Guidelines
Dress Code	3 + Follow Dress Code Violation Guidelines
Excessive tardies	3
Referral to the office	3
Going to the parking lot without permission	3
Failure to serve detention or Saturday School	3
Not in assigned area	5
Insubordination / Disrespect	5
Leaving Campus without permission	5
Profanity	5
Scuffling	5
Tobacco	5 Points First Offense; 10 Points Second Offense, DAEP
E-Cigarette / Vape (possession/use)	10 Points and DAEP Placement
Fighting	10 Points and DAEP Placement
Fireworks	30
Theft	10 to 30
Vandalism	10 to 30
Bullying / Harassment of Others	10 to 30
Alcohol / Drugs	DAEP Placement
Assault	DAEP Placement
Weapons	DAEP Placement

Any other offense(s) deemed in need of disciplinary action by the administration will be considered General Misconduct and points per offense will range from 1 – 30.

The administration maintains the discretion to assign additional points should the incident deemed to be more severe.

Before ordering removal to a DAEP, a Campus Behavior Coordinator must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, the student's status in the conservatorship of the Department of Family and Protective Services

(foster care), or the student's status as homeless, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Students returning from a DAEP placement will have their discipline reviewed on a case-by-case basis, with a maximum of 15 additional points to be accumulated before a return to DAEP placement.

The principal or campus behavior coordinator and other school administrators as appropriate will report crimes as required by law and will call local law enforcement (Red Oak ISD Police) when an administrator suspects that a crime has been committed on campus.

ARRIVING LATE TO SCHOOL / TARDIES

Students are expected to arrive to school on time. Late arrival or tardy to 1st period may be defined as "parts of days' and therefore may count towards compulsory attendance laws. If a student arrives after the designated start time for their campus, they are missing parts of days. When a sickness or other excusable absence necessitates an early morning absence (late arrival or tardy to 1st period), a notification explaining the reason for the absence is required.

ELEMENTARY – Consequences for arriving late to school:

5 late arrivals – 1 Hour Detention

6+ late arrival – 1 Hour Detention

- Consequences for non-attendance – referral to Truancy Administrator for a Behavior Intervention Plan to begin
- If late arrivals continue, truancy complaint may be filed in court

15 late arrivals – ISS

20 or more – Counts towards 90% Attendance Rule

MIDDLE SCHOOL

There are consequences for being tardy (including late to school). Naturally, you miss important instructional time, and we want you to be successful. However, we understand that things happen and so you will receive 3 consequence free tardies each six weeks.

AFTER THREE TARDIES:

4th Tardy – Parent Contact

5th Tardy – Parent Contact and One 1-hour after school detention

6th Tardy – Parent Contact and One 1-hour after school detention

7th Tardy – Parent Contact and One 1-hour after school detention

8th Tardy – Parent Contact and One 1-hour after school detention

9th Tardy – Parent Contact and One 2-hour Saturday School

10th Tardy – Parent Contact and One 4-hour Saturday School

Tardies (including late to school 1st Period) start over each six weeks.

HIGH SCHOOL

There are consequences for being tardy (including late to school). Naturally, you miss important instructional time, and we want you to be successful. However, we understand that things happen and so you will receive 3 consequence free tardies each six weeks.

1st Tardy: Warning

2nd Tardy: Warning

3rd Tardy: Parent Contact/Warning

4th Tardy: Lunch Detention

5th Tardy: Lunch Detention

6th Tardy: Lunch Detention

7th Tardy: After School Detention

8th Tardy: After School Detention

9th Tardy: After School Detention

10th Tardy: Saturday School

11th Tardy: Saturday School

12th Tardy: Saturday School

13th Tardy: 1 Day ISS

14th Tardy: 1 Day ISS

15th Tardy: 1 Day ISS

16th Tardy: 3 Days ISS

17th Tardy: 3 Days ISS

18th Tardy: Attendance Committee Meeting, Possible OSS

Tardies will start over each grading period.

RED OAK ISD

PERSONAL ELECTRONIC COMMUNICATIONS

GUIDELINES FOR ALL STUDENTS Pre-K to 12th

Phone-Free in Red Oak ISD

In alignment with Texas House Bill 1481 and to provide a focused, respectful, and distraction-free learning environment, Red Oak ISD prohibits the use of **personal wireless communication devices** - including cell phones, smartwatches, earbuds, headphones, tablets, pagers, or laptops not issued by the school, or any device capable of sending or receiving wireless communication—**at any time during the instructional day**.

School Day Defined

The **school day** includes:

- **Instructional time**
- **Breakfast**
- **Lunch**
- **Recess**
- **Transitions**
- **Tutorials**
- **Any time on campus from the beginning of the school day until dismissal at the end of the day**

General Policy (All Grade Levels)

- Cell phones or other devices must remain **powered off or in airplane mode**, **out of sight**, and **secured** in backpacks in elementary or in Yondr Pouches in secondary during the entire school day.
- Use of cell phones or other devices is also **prohibited in restrooms, locker rooms**, and any other space where privacy is expected.
- **Wireless earbuds and headphones** may not be used unless specified in an approved instructional or special education plan.
- The **district is not liable** for loss, theft, or damage to personal devices.

Exceptions

- Students with a physician's order, or **504 or IEP accommodations** may have exceptions as documented unless a district issued device is given to fulfill the accommodations. These situations will be handled on a case-by-case basis. A student can be considered for an exception on a case-by-case basis to be allowed to use a personal communication device.

Parent Communication Protocol

To avoid disruptions:

- Parents/guardians should **not contact students directly** during instructional time.
- All communication must go through the **campus front office**.
- Emergency messages will be promptly delivered.

Refusal to Comply

If a student **refuses to turn over their device** when requested:

- Immediate **referral to the office**
- Possible **Detention**, **In-School Suspension (ISS), Out-of-School Suspension (OSS)** for **insubordination,** or **additional consequences**
- Parent meeting required

Statement of Expectations

ROISD staff shall enforce the importance of maintaining a cell phone-free and device-free environment and the consequences will be administered as follows:

- If a student uses a cell phone or other device in violation of these guidelines during the school day, the device shall be confiscated.
- If a student has a cell phone or other device outside of the required storage during the school day, the device shall be confiscated.
- The parent may pick up the confiscated cell phones or other devices from the principal's office. [See Consequence Offenses below.]
- Confiscated devices that are not retrieved by the student or the student's parent will be disposed of 30 days after the last day of school. [See Board Policy FNCE]
- In limited circumstances and in accordance with law, a student's cell phone or other devices may be searched by authorized personnel. [See Board Policy FNF]
- All district employees are authorized to confiscate cell phones and other devices.

Any disciplinary action will be in accordance with the Student Code of Conduct. The District is not responsible for damaged, lost, or stolen cell phones or other devices including those confiscated.

Unauthorized use of cell phones, smart watches, any type of Air Pods/earbuds, headphones and other devices used to electronically communicate are infractions of the guidelines.

1st Offense

- The phone or other device is confiscated, and the parent/legal guardian is contacted by the assistant principal or designee.
- Parents/legal guardians can retrieve the phone or other devices from school by the end of the school work day.
- Offense is a documented discipline referral.
- Student gives up the right to the phone or other device for the remainder of the day. The parents cannot give the phone or other device back to the student when it is picked up. (the same day)

2nd Offense

- The phone or other device is confiscated, and the parent/legal guardian is contacted by the assistant principal or designee.
- Parents/legal guardians can retrieve the phone or other devices from school by the end of the school work day.
- Student is assigned school detention.
- Offense is a documented discipline referral.
- Student gives up the right to the phone or other device for the remainder of the day. The parents cannot give the phone or other device back to the student when it is picked up. (the same day)

3rd Offense

- The phone or other device is confiscated, and the parent/legal guardian is contacted by the assistant principal or designee.
- Parents/legal guardians can retrieve the phone or other devices from school by the end of the school work day.
- Student is assigned a Saturday School or one day of ISS. If the Saturday School is not served, the student will be placed in ISS.
- Offense is a documented discipline referral.
- Student gives up the right to the phone or other device for the remainder of the day. The parents cannot give the phone or other device back to the student when it is picked up. (the same day)

4th Offense

- The phone or other device is confiscated, and the parent/legal guardian is contacted by the assistant principal or designee.
- Parents/legal guardians can retrieve the phone or other devices from school by the end of the school work day.
- Student is assigned two (2) days of ISS.
- Offense is a documented discipline referral.
- Student gives up the right to the phone or other device for the remainder of the day. The parents cannot give the phone or other device back to the student when it is picked up. (the same day)

5th Offense (or any offenses beyond 5)

- The phone or other device is confiscated, and the parent/legal guardian is contacted by the assistant principal or designee.
- Parents/legal guardians can retrieve the phone or other device from school by the end of the school work day.
- Student is assigned three (3) days of ISS.
- Offense is a documented discipline referral.
- Student gives up the right to the phone or other device for the remainder of the day. The parents cannot give the phone or other device back to the student when it is picked up. (the same day)

RED OAK ISD
DRESS CODE VIOLATION
FOR SECONDARY STUDENTS

Red Oak High School and Middle Schools

Consequence Guidelines

1st Offense = Administrator warning in Skyward with student correction; ISS if student cannot correct

2nd Offense = Administrator warning in Skyward and parent phone call with student correction; ISS if student cannot correct

3rd Offense = 1 day ISS and 3 points

4th Offense = 2 days ISS and 3 points

5th Offense = 3 days ISS and 3 points

6th (+) Offense = 1 day OSS and 3 points

NOTE: Hoodies (hoods) or head coverings include caps, hats, berets, head scarfs (unless for documented medical or religious reasons), hoods (hoodies), Du rags, sweatbands, kerchiefs, or visors. If hoods or head coverings are worn in the building, the hoodies or head coverings may be collected by an administrator, and parents will be required to pick them up at the front office. If it becomes an issue with students not following the rule of no hoodies (hoods) or head coverings on the head in the building, due to safety and security, the district will revert back to the "**no** clothing that has hoodies (hoods) will be allowed" to be worn in the building. It is the responsibility of the student to follow these rules and guidelines for safety/identification purposes, and we need parents to reinforce this with their students for the safety and security of our campuses.

RED OAK ISD

APPENDIX C:

Freedom from Bullying Policy

Note that school board policies may be revised at any time. Below is the text of Red Oak ISD's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

Red Oak ISD
070911

STUDENT WELFARE — FFI
FREEDOM FROM BULLYING — (LOCAL)

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.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

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.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

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 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.

Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
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 is 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 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, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
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.
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	The principal or designee shall refer to FDB 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 student who is dissatisfied with the outcome of the investigation 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.

DATE ISSUED: 5/16/2023
UPDATE 121
FFI(LOCAL)-A

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7/17/2023

RED OAK ISD

APPENDIX D:

Attendance Policy Information

ATTENDANCE

***** TRUANCY WARNING NOTICE ****

RED OAK PUBLIC SCHOOLS ATTENDANCE OFFICE

NOTICE: Laws governing Compulsory Attendance in Texas Schools

OFFICIAL NOTICE TO THE CHILD AND PERSON(S) STANDING IN PARENTAL RELATION TO THE CHILD.

The State of Texas requires that, unless exempt by Section 25.086, a child who is at least six years of age, or who is younger than six years of age who has previously been enrolled in first grade, and has not yet reached the child's **19th birthday** shall attend school. [Education Code 25.085 (b)]

Students are expected to be present and punctual for all classes throughout the year. Parents have the responsibility and duty to monitor the student's school attendance and require the student to attend school regularly. When sickness or higher obligation necessitates an absence, parent notification of the reason for the absence is required to excuse the absence and prevent parent and/or student from being referred to a truancy court. [Education Code 25.095]

If a student fails to attend school without excuse on 10 or more days or parts of days within a six-month period in the same school year, the student's parent is subject to prosecution under Section 25.093, and the student is subject to referral to a truancy court for truant conduct under Section 65.003(a), Family Code.

The school district will notify parents when a student is in violation of compulsory attendance requirements. The notice will inform the parent that the student is subject to truancy prevention measures under Section 25.0915 to be assigned before the 10th unexcused absence occurs. Truancy prevention measures are programs or services that promote consistent school attendance while addressing the underlying risk factors that may lead to truancy. If truancy prevention measures fail to address the student's school attendance, referral to a truancy court that can impose civil (not criminal) consequences is an option for students between the ages of 12 and 18.

If a truancy warning is issued as required by Section 25.095(a), and the parent with criminal negligence fails to require the child to attend school as required by law, and the child has 10 unexcused absences specified under Section 65.003(a), the parent commits an offense. The parent offense is a misdemeanor, punishable by fines according to cumulative offenses. Each day the child remains out of school may constitute a separate offense.

EXCUSED ABSENCES

Any child not exempted from the compulsory attendance law may be excused by the district for the following temporary absences. (Notification from the parent is required to mark a student as excused.)

- Personal sickness
- Sickness or death in the family (Obituary notice or a copy of a program is required for documentation of attendance at a funeral.)
- Quarantine
- Weather or road conditions making travel dangerous
- Days of Suspension
- Any other unusual cause acceptable with prior written permission from parent and approval from the superintendent or the principal of a school in which the student is enrolled.

DOCUMENTATION FOR EXEMPTIONS

Students not actually on campus at the time attendance is taken will be considered in attendance and counted present under the following reasons if the student provides appropriate documentation and completes all makeup work:

- A student who is enrolled in and attending an off-campus dual credit program and is not scheduled to be on campus during any part of the day.

  Required documentation: The completed and signed Request to Enroll in Dual Credit Courses form. [See EHDD(EXHIBIT).]

- A student who is enrolled full-time in Texas Virtual School Network (TxVSN) courses.

  Required documentation: All completed enrollment and approval forms from the TxVSN site coordinator. [See EHDE(EXHIBIT).]

- A student who is participating in an activity that is approved by the board and under the direction of a professional or paraprofessional district staff member or an adjunct staff member such as a County Extension Service Agent.

  Required documentation: Any appropriate approval forms or permission slips, completed and signed, to participate in the activity and the final activity roster.

- A student who is participating in a mentorship approved by the district to serve as one or more of the advanced measures needed to complete the Advanced/Distinguished Achievement Program.

  Required documentation: A form or note signed by the mentorship sponsor stating that the student is permitted to participate.

- A student who misses school for the purpose of observing religious holy days, including travel days for that purpose.

  Required documentation: A signed note from the student's parent stating the holiday the student will be observing, as well as the specific travel days required.

- A student who is in grades 6 through 12 who misses school in order to sound "Taps" at a military honors funeral held in Texas for a deceased veteran.

  Required documentation: A signed note from the student's parent or a copy of an obituary or funeral program.

- A student who misses school to attend a required court appearance, including traveling for that purpose.

  Required documentation: A copy of a subpoena (if applicable) or other court documents stating that the student's appearance was required.

- A student who misses school to serve as an election clerk, including traveling for that purpose, or to serve as an early voting clerk.

  Required documentation: A signed note from the head election clerk at the polling location at which the student is working. [See FEA(EXHIBIT).]

- A student who misses school to appear at a governmental office in order to complete paperwork required for the student's application for United States citizenship, including traveling for that purpose.

  Required documentation: A signed letter from the student's legal representative or other documentation from the U.S. Citizenship and Immigration Service affirming that the student's absence was associated with the application for citizenship.

- A student who misses school to take part in the student's own United States naturalization oath ceremony, including traveling for that purpose.

Required documentation: A copy of the letter detailing when the student's ceremony will be taking place, as well as a signed letter from the student's parent specifying the travel dates.

- A student or student's child who is temporarily absent because of a documented appointment with a health-care professional licensed to practice in the United States. Students not on campus at the time attendance is taken will be counted present under the following situations:
    - Student attends school a portion of the day, signs out for appointment, signs back in after appointment and provides documentation from the healthcare professional.
    - Student has an early morning appointment, signs in late with documentation from healthcare professional and attends school the rest of the day.
    - Student attends school during morning or some part of the day, signs out for appointment, and brings documentation from healthcare professional upon his/her return to school the following day.

  Required documentation: A signed note from the healthcare professional.

- A student who is a junior or senior absent for up to two days related to visiting an institution of higher education.

  Required documentation: The completed and signed Verification of Higher Education Visit. [See FEA(EXHIBIT).]

- A student in the conservatorship of the Department of Family and Protective Services (DFPS) who is absent to attend a court-ordered mental health appointment, therapy appointment, family visitation, or any other activity ordered by a court.

  Required documentation: A statement signed by the student's caseworker or other education decision-maker or a copy of relevant sections of the court order.

- A student who is absent to visit his or her parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months, and who meets the requirements in FEA(LEGAL).

  Required documentation: A copy of the deployment orders or other corroborating information.

- A student who is 17 years of age or older who is pursuing enlistment in the military.

  Required documentation: Verification of Armed Services or Texas National Guard Enlistment Activities. [See FEA(EXHIBIT).]

- A student is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day.

  Required documentation: Documentation from the off-campus site coordinator.

- Student is participating, with local school board approval, in a short-term (e.g., 5-day) class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus.

  Required documentation: Registration form and/or SPED documentation including documentation from TSBVI or TSD.

- A student age 15 years of age or older missing school for the purpose of visiting the driver's license office to obtain a driver's license or learner permit. District may not excuse the student for more than one day of school during the period the student is enrolled in high school for each purpose (obtaining a driver's license and obtaining a learner's permit).

  Required documentation: Copy of paper license or permit or any other supporting documentation from Texas Department of Public Safety.

- A student is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible.

Required documentation: Documentation from a health care professional licensed, certified, or **registered to practice in Texas** must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.

PARENT/STUDENT ABSENCE NOTIFICATION

DAY OF STUDENT ABSENCE

On the day a student must be absent from school, the parent is required to call or email the campus attendance office no later than 9:30 a.m. for grades PK-5th and no later than 12:00 p.m. for Middle School and High School in order for the student's name to be removed from the automated absent notification system (School Messenger and/or automatic email).

Notification by the parent/guardian explaining the reason for the absence is required including your child's name and the reason for the absence.

The campus will document whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

DISTRICT ABSENCE NOTIFICATION

DAY OF STUDENT ABSENCE

If the campus office has not received a telephone call, email, or Online Absence Request through Family Access Portal the day of absence stating the absence reason, the parent/guardian will receive the following:

- Phone call from the Campus Office.
- A recorded telephone message and/or email message if the office has not received notification of absence by the designated time under Parent Responsibility. The system will call the number submitted by the parent on the Student Enrollment/Registration form and/or send an email to the email address submitted by parent.
- **CURRENT WORKING TELEPHONE NUMBERS AND EMAIL ADDRESSES MUST BE ON FILE FOR EACH STUDENT.**

CONSEQUENCES FOR NOT PROVIDING DOCUMENTATION OF ABSENCE

If student fails to provide documentation of absence within 5 business days of the absence, absences will be considered unexcused. If excessive unexcused absences occur (no reason provided from parent or a non-excusable absence), the following truancy procedures will begin:

- The attendance office will send a truancy warning letter after 3 unexcused absences as written documentation and a reminder to parents of their responsibility to monitor attendance to be in compliance with attendance laws.
- After 7 confirmed unexcused absences (no documentation explaining the absence reason received) the student will be referred to the district Truancy Administrator where the student will be assigned a Behavior Improvement Plan which includes truancy prevention measures.
- If the above steps are unsuccessful and the student reaches 10 unexcused absences, the district shall refer the student to a truancy court for truant conduct and/or the parent will be referred to court and is subject to prosecution for failure to require the child to attend school.
- When a student's absences for personal illness exceeds five consecutive days, the principal or attendance committee shall require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absences from school as a condition of classifying the

absences as one for which there are extenuating circumstances. Otherwise, the student's absences may be considered unexcused.

ARRIVING LATE TO SCHOOL/TARDIES

Students are expected to arrive to school on time. Late arrival or tardy to 1st period may be defined as "parts of days" and therefore may count towards compulsory attendance laws. If a student arrives after the designated start time for their campus, they are missing parts of days. When a sickness or other excusable absence necessitates an early morning absence (late arrival or tardy to 1st period), a notification explaining the reason for the absence is required.

ELEMENTARY – Consequences for arriving late to school:

5 late arrivals – 1 Hour Detention

6+ late arrival – 1 Hour Detention

- Consequences for non-attendance – referral to Truancy Administrator for a Behavior Intervention Plan to begin
- If late arrivals continue, truancy complaint may be filed in court

15 late arrivals – ISS

20 or more – Counts towards 90% Attendance Rule

MIDDLE SCHOOL

There are consequences for being tardy (including late to school). Naturally, you miss important instructional time, and we want you to be successful. However, we understand that things happen and so you will receive 3 consequence free tardies each six weeks.

AFTER THREE TARDIES:

4th Tardy – Parent Contact

5th Tardy – Parent Contact and One 1-hour after school detention

6th Tardy – Parent Contact and One 1-hour after school detention

7th Tardy – Parent Contact and One 1-hour after school detention

8th Tardy – Parent Contact and One 1-hour after school detention

9th Tardy – Parent Contact and One 2-hour Saturday School

10th Tardy – Parent Contact and One 4-hour Saturday School

Tardies (including late to school 1st Period) start over each six weeks.

HIGH SCHOOL

There are consequences for being tardy (including late to school). Naturally, you miss important instructional time, and we want you to be successful. However, we understand that things happen and so you will receive 3 consequence free tardies each six weeks.

1st Tardy: Warning

2nd Tardy: Warning

3rd Tardy: Parent Contact/Warning

4th Tardy: Lunch Detention

5th Tardy: Lunch Detention

6th Tardy: Lunch Detention

7th Tardy: After School Detention

8th Tardy: After School Detention

9th Tardy: After School Detention

10th Tardy: Saturday School
11th Tardy: Saturday School
12th Tardy: Saturday School
13th Tardy: 1 Day ISS
14th Tardy: 1 Day ISS
15th Tardy: 1 Day ISS
16th Tardy: 3 Days ISS
17th Tardy: 3 Days ISS
18th Tardy: Attendance Committee Meeting, Possible OSS

Tardies will start over each grading period.

LEAVING CAMPUS DURING SCHOOL DAY (including early pickup)

Students shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school as stated in Section Two – Release of Students from School. The teacher shall determine that such permission has been granted before allowing the student to leave. [FEF(LOCAL)]

- A student who must leave school during any part of the day shall bring a note from his or her parent stating the reason for the absence and note signed by parent before student will be released. [FEB(LOCAL)]
- In emergency situations, a verifiable, documented telephone call from the parent to the school office, indicating consent and stating the reason for the absence shall be accepted in lieu of a note. [FEB(LOCAL)]
- Parents will be required to show ID when picking up a child during the school day. [GKC(LEGAL)]
- Parents must obtain permission from the principal to check students out early during the last class of the day in grades PK-5. (See Section Two - **Release of Student from School**.)
- If the student was not taken to the doctor, a note from the doctor's office or clinic stating that parent discussed symptoms with them and they advised the student to stay home would be sufficient.

EXCESSIVE PATTERN OF EXCUSED ABSENCES

If a student establishes an excessive pattern of excused absences, the excessive absences could lead to a violation of the 90% rule. All absences, both excused and unexcused count against the 90% attendance rule.

- After 9 absences in a semester, the student will be referred to the district Truancy Administrator to complete an Attendance Contract requiring all future absences to be accompanied by a note from a physician or health care clinic before they will be marked excused.

ATTENDANCE NOTIFICATION LETTER (90% Attendance Rule)

All students must be in attendance for 90% of the number of instructional calendar days scheduled during the year in order to receive academic credit to pass to the next grade level.

Once a student is in violation of the 90% rule, they will not receive credit or a final grade until the instructional time is made up through measures assigned by the campus principal and/or campus attendance committee which may include attending school after hours or Saturday Attendance School. The student will receive a 90% violation letter including the student's attendance summary and the number of instructional days that need to be made up.

Attendance is taken once a day at Elementary Schools and in all class periods at Secondary Schools. Each class period where period attendance is taken at the secondary level stands alone and counts against the 90% rule.

- Students will begin receiving warning letters after the 5th absence stating they may be in jeopardy of violating the 90% rule.

- **8th & 10th Absence**
  Upon the 8th absence in 1st semester and the 10th absence in 2nd semester, students will receive a second warning letter stating they may be in jeopardy of violating the 90% rule **in yearlong courses**. The letter may also state the procedures and requirements for making up the lost instructional time.
- **15th Absence**
  Students will receive **final warning letters** stating they may be in jeopardy of violating the 90% rule **in yearlong courses.** The letter will explain the procedures and requirements for making up the lost instructional time.

RED OAK ISD

APPENDIX E:

Student and Parent Complaints / Grievances Policy

Note that school board policies may be revised at any time. Below is the text of Red Oak ISD's policy FNG(LOCAL) as of the date that this Handbook was finalized for this school year.

Red Oak ISD
070911

STUDENT RIGHTS AND RESPONSIBILITIES FNG
STUDENT AND PARENT COMPLAINTS/GRIEVANCES (LOCAL)

Complaints

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

Other Complaint Processes

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

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

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

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

Response

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

record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint. The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference. A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

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

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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

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